

VOLUME XVII

No. 5

The A.T.A. Magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION
Magistri Neque Sero!



JANUARY, 1937



DR M E LAZERTE
11014 80 AVE

MINISTER TO TEACHERS

To the teachers of Alberta I extend my warmest greetings and best wishes as we enter upon the New Year.

Those of us who are actively interested in education have reason to feel that substantial progress has been achieved during the past year. A beginning has been made toward certain objectives which will probably require several years to attain in full measure. We have at least the framework of improved types of organization in school administration as well as in the actual work of the classroom. We can now look forward to this and succeeding years confident that much greater progress is in store for us. With the further development of our educational system the role of the successful teacher is bound to increase in importance. Let me urge our teachers to take a broad view of educational problems in keeping with the high ideals of the profession by which they are now recognized.

Many Alberta teachers, particularly those in the distressed rural areas, have been called upon to work and live under conditions of economic hardship. To them I offer my words of commendation and a note of encouragement. I trust that their loyal efforts in the face of adverse circumstances will be rewarded in the years to come.

It is my earnest wish that the year 1937 will be fruitful of results gratifying to all teachers and others whose work lies in the field of education.

WILLIAM ABERHART,
Premier.

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TEACHERS! See Our New No. 22A Catalogue and Extra Book List

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The A.T.A. Magazine

MAGISTRI NEQUE SERVI

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION
PUBLISHED ON THE FIRST OF EACH MONTH

Managing Editor

JOHN W. BARNETT, IMPERIAL BANK BLDG., EDMONTON

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Editorial

NEW UNITS MAKE THEIR BOW

THE year 1937 will go down as the most significant in the history of Alberta's Educational system, for no less than eleven of the Divisional Boards will come into existence under the New Act passed at the 1936 Winter Session of the Legislature. The area covered by these divisions will embrace approximately one-fifth of the Province—one block of nine divisions stretching across the south; one centering on Mayerthorpe (N.W. of Edmonton), and the last centering on Peace River. Full measure of congratulation should be extended to the school trustees of the areas concerned when one considers that, generally speaking, rural school trustees have shown themselves bitterly opposed to relinquishing the autonomous powers previously enjoyed and handing them over to the division. It speaks well for their public spirit when one bears in mind that in but one of the new units were there evidences of obstructionist tactics employed, in which case the sub-divisional delegates met for

the purpose of nominating the candidates for election to the divisional board, but instead merely passed a resolution opposing the larger unit. In this case also the Department are to be commended for the firm and expeditious way they grappled with the awkward problem; the Minister exercised his powers under Section No. 169 (3) of the Act and appointed the members of the divisional board.

* * * *

FROM our knowledge of the inspectors of schools in the areas covered by the new divisions, it may be expected that the new divisions will start off on the right foot. These inspectors (henceforth to be known as Divisional Superintendents) are all men of sagacity, qualification and wide experience. So we prophesy with confidence that once the public in the areas become accustomed to the new set-up, it will receive endorsement and general support, proving of great advantage to all concerned—pupils, public, teachers and Department. There are obvious defects in the set-up: for example, in the machinery for nominating the members of the divisional board; also the fact that the town, village, and consolidated districts are not part and parcel of the divisions, save they seek to enter voluntarily. Nevertheless, while these defects are generally recognized, at the same time it is also accepted that taking all things into consideration, particularly the opposition of trustees, to have attempted to go further at this stage would have prejudiced the whole larger unit policy. Possibly in no other branch of public reform is it more true than in education that "to precipitate an ideal is to retard it." We believe that time and experience will prove the best allies of the supporters of the large units; that the defects and deficiencies now apparent to informed educational administrators will make themselves manifest within a much larger circle, thereby paving the way for adjustments. Furthermore, the results from divisions already organized will very soon so appeal to the public that the speeding-up of the organization of divisions will be welcomed.

* * * *

WE have some justification in prophesying thus, for recently we were favored with a visit from Inspector A. S. Towell, B.A., of Pouce Coupe, who is Director of Education for the Peace River Block. The Department of Education for British Columbia are one step ahead of Alberta regarding the organization of larger units of educational administration, and have had in actual operation for a couple of years a divisional area which in many respects is a replica of the Alberta divisional unit. The British Columbia Act is a little more drastic in this respect than is ours, in that when a division is formed the towns and villages are included therein. Also, instead of there being a divisional board, there exists an advisory board which is advisory to the Director; also, instead of a school board for each school there is an appointed correspondent. This obviously simplifies the administration and enables the whole area—towns, villages, and rural school districts—to concentrate upon the educational necessities of the whole territory. There is no possibility of entanglements over payment of fees of high school students from outside the towns or

villages; nor is there any dispute over adjustment as between divisional board and village or town board concerning health services, attendance officer, etc. The Dawson Creek school in the center of the Division has technical, commercial and other departments which otherwise would have been impossible outside a city. Well attended night schools for adults are becoming the usual, familiar thing. Of course, with the limitations of the Alberta Act, so much can not be expected in the way of felicitous and facile administration, nor so much conclusive, educational co-operation throughout the division as is the case in the neighboring province. Nor can it be expected until each of our administrative areas is no longer covered with "spots"—towns and villages while in the unit but yet not of it.

Nevertheless the new Alberta divisions, as they at present exist will ensure: expert supervision and advice to school boards; better equipped one-roomed schools; health and possibly library services and a schedule of salaries for teachers; and a host of other tangible benefits, economic and educational, not previously possible of attainment.

* * * *

ACCORDING to information received, the principle of larger units received wholehearted opposition in B.C. just as much as in Alberta. Exactly the same arguments were advanced:

1. The scheme is undemocratic;
2. The administrator will be a dictator;
3. Local interest in education will wane.

The Director of the B.C. unit found, as expected, that when the large division was in process of establishment the trustees, particularly those of rural districts, were opposed to the idea, practically one hundred per cent. (Shades of the Lethbridge and Calgary Provincial Trustees' Association Conventions!) But as was expected, opposition from general public was not apparent anywhere except where the opponents had obviously been propagandized by the, to be, eliminated school trustees. And we miss our guess if experience does not lead to a like result in Alberta—experience and a fair "show" for the divisions will lead those who came to scoff to remain to praise. Here are a few facts gleaned from our conversation with Director Towell of the Peace River Block:

1. Trustees were, and many possibly still are, opposed to the change. The general attitude of the people has definitely swung the other way. When there is any talk about changing back again they say (or words to this effect): "For Heaven's sake keep things as they are: we had too much grief before."
2. The mill rate used to average ten, running from one mill to thirty mills: the divisional rate is now SIX mills.
3. If the Alberta set-up of Government Grants applied in B.C., the divisional rate would be between 13 and 14 mills.
4. No teacher is paid less than the basic minimum of \$780. The salary averages \$800 for the rural schools.
5. Savings:
 - (a) School boards no longer waste money on gaso-

line: no "wangling" to visit town at school board's expense;

- (b) No secretary-treasurer to pay;
- (c) Better and more suitable location of buildings;
- (d) Considerable saving by purchasing books, stationery, and equipment in large quantities for the whole division.

6. Increased Educational Facilities:

- (a) Villages and towns able to organize and departmentalize secondary schools to meet needs of whole territory;
- (b) No haggling over high school fees of students of non-residents of the town or village;
- (c) More economical distribution of buildings and pupils;
- (d) An avenue of promotion for efficient teachers to the better schools;
- (e) Adult education—night classes;
- (f) Nursing and health services;
- (g) Library facilities.

The above enumeration is not based upon opinions: it constitutes fact, and it is reasonable to assume that even with the limitations of the Alberta Act we may be able to achieve comparable benefits and lead to improved statutory adjustments so that Alberta may go "All the Way."

TRUST THE TEACHERS

According to press notes, the London Education Committee is contemplating a censorship of text-books used in London Schools. *The London Teacher* wisely comments as follows:—"In these matters the safe plan and the wisest for intelligent politically minded citizens is to TRUST THE TEACHERS. They are impelled by the strongest motives—professional honor, a sense of responsibility towards the child, the love of truth, and a respect for duty—to require accuracy, reliability, and impartiality in school text-books, and what is equally important, to be ruled by these qualities in the daily lessons and in their intercourse with their pupils. We think it probable that Professor Tawney's Committee will report along these lines." (Jan. 25th, 1935).

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Highlights of the Executive Meeting

By "Hayseed"

"Once in the dear dead days"—not once but many times—it was said: "If we had professional status, our troubles would be over." Anybody who whispered such an opinion around the York Hotel, Calgary, these past two days, would be risking serious bodily harm. It took eighteen hours of formal sessions, and much informal discussion, to review and bring up-to-date the administration of A.T.A. affairs.

Finance: To this observer, it is quite clear that the organization is in the position of a man who has insistent claims upon his income, and who finds his assets largely consisting of accounts receivable. If he wants to win a fair measure of financial freedom, he must nurse his cash balance very carefully up to a point where he can meet his bills without going hat in hand to the bank for accommodation. The A.T.A. would like to expand in a number of enterprises helpful to education and the teacher; and the needs of the age clamor vigorously for such enterprises. But hard times falling upon the province have caused a lag in the payment of fees into our exchequer, and the establishment of a saw-off date for fees on March 31, 1936, has involved a rebatement of many fees which ran on after that date. Hence, "go carefully" is the Executive's watchword for 1937.

Again there is a general demand for a simple, popular exposition of our expenditures. "What does the A.T.A. do with my \$5?" After long discussion we decided to publish a straightforward statement as to how the A.T.A. dollar is spent. Look out for an interesting "pie diagram" with segments to represent "legal defence of teachers," "traveling to local meetings," "office salaries," and so on. In the meantime, we do well to remember that our financial policies are determined by ten democratically elected teachers, not one of whom is hollow between the ears.

Collective Bargaining: There are ten or eleven Larger Units in process of construction. The enabling Act makes it mandatory upon the new school boards to set up salary schedules for the teachers within the units, and to pay the teachers in accordance with such schedules.

The machinery of salary negotiation has (fortunately, thinks this observer) just received a try-out in the (let us call it) Valtorn district. Without recrimination, let us say that the machinery creaked pretty loudly, with considerable friction evidenced by heat and flying sparks.

The Executive stands solidly on the grounds, (1) that collective bargaining is an inalienable right of teachers; (2) that collective bargaining is marked by:

- (a) the free choice by the employees of their spokesmen;
- (b) the right of the employees to be represented by a person outside their body;
- (c) the immunity of all employees' officials and representatives from reprisals or adverse discrimination at the hands of the employer.

A moment's consideration will suffice to show that a violation of condition (c) above, or even a fear or hint of such violation, brings condition (b) into inescapable prominence; and conversely, that a bilateral understanding as to the sanctity of condition (c) would throw condition (b) into the obscure background.

This observer, having gone grey-headed during four years' service in a representative capacity, and having listened to the Valtorn discussion as well as innumerable

others in the same vein during the past ten years, offers a few reflections.

The situation will be fraught with grief and peril until all the appointed and elected authorities stand loyally by the principle of the immunity of spokesmen. You teachers will not enjoy that immunity until you have risked your heads by sticking them up to be shot at, and so given the authorities their chance to *refrain* from shooting. In your infancy as negotiators you will not learn to walk by having Mamma walk for you. It is most desirable that you should organize as one local within the Larger Unit as it embraces you; that you should appoint only one indivisible salary committee with only one spokesman for all groups of teachers; that you should go to the employers with a proposal of your own, and "talk turkey" without visible trepidation; and that you should appeal for the good offices of the Provincial office if, and when you fail to get full and fair consideration of your case.

Charters: In pursuance of the bylaws adopted last Easter, the Executive turns its attention to the form and design of the charter which is to be given to the Locals. The design submitted is reminiscent of stock certificates, and shattered dreams of '29; Dr. Lazerte will have none of it. He would like to see a charter which, quite apart from the script, speaks of Education and teacher-organization. A committee is intrusted with the preparation of such a design.

And then we run into a snag over the question: "Who is to be given a charter?" For this document is not to be mere pomp and vanity; the local which receives it will have authority to make representations to, and conduct negotiations with, let us say, the school board in the Larger Unit. It might be very embarrassing, not to say calamitous, if three or four locals in one such unit claimed the right to do business individually with the Board. The inclination is to defer the issue of charters, but the by-laws make it clear that there can be no delegates to the A.G.M. without charters first. And so it is agreed that *interim* charters shall be given until the permanent design is adopted and until the changes pending in the school districts have been made.

Curricular Changes:

Arising (somewhat irregularly) out of Mr. Powell's brief report on the Intermediate Examinations Board, there is a vigorous and critical discussion of the lack of publicity on the momentous changes in our school system. Do our spokesmen and representatives really make contact with the teachers of the Province before allowing new and heavy burdens to be imposed upon them? Mr. H. C. Clark is able to inform the Executive that steps are being taken to canvass professional opinion as to the changes planned for the new High School curriculum.

We are not yet broadcasting the sessions of the Executive; perhaps discretion will forbid that we should ever do so! But failing that, we commend heartily the wisdom of our President, Mr. Ansley, in inviting Miss Baillie of Medicine Hat, Mr. W. S. Brodie of Lethbridge, and Messrs. Ireton and W. S. Webb of Calgary, to sit in at the proceedings.

And let it be mentioned in closing that C. O. Hicks' chess will improve with time; also that Harry Ainlay, playing billiards with the General Secretary at a late hour last night, ran up a very smooth hundred in about fourteen minutes.

IMPORTANT TO HIGH SCHOOL TEACHERS!

Your A.T.A. representative on the High School Curriculum Revision Committee wishes guidance as to his action at future meetings of the committee. As you are doubtless aware, the University of Alberta has indicated its willingness to accept fewer units than heretofore for (Senior) matriculation. These units will be taken from the following: English, Social Studies, Mathematics, Science, and Foreign Languages. The proposal is to weight these subjects as major courses with an allowance of 5 periods per week per unit. This means that there will be a drastic cutting down of the time previously given to the study of English and Mathematics. Dissatisfaction with this proposal has come to the attention of your representative on the High School Revision Committee from many quarters. Of course, if an adequate amount of time is to be available in Grades X, XI, and XII for options, some cutting down of the time devoted to the compulsory subjects will have to be faced.

Further, it is proposed that the number of examinations conducted by the Department of Education shall be limited to two, one at the end of Grade IX and one at the end of Grade XII. This will place the responsibility of promoting the students of Grades X and XI on the teachers concerned, which may or may not meet with their approval.

The following questionnaire has been formulated by a committee chosen by a large local of High School teachers, and you are asked either as Association Locals or as individuals to answer the same and forward the questionnaire to the A.T.A. Office, Imperial Bank Building, Edmonton, at as early a date as possible. This is a vital matter affecting all High School teachers and a prompt and province-wide return of the questionnaire properly filled out is urgently requested.

QUESTIONNAIRE

1. In the proposed new High School course it is intended that as a compulsory unit (Grades X, XI, and XII), English shall include literature, grammar and composition.

(a) What amount of time per week do you consider necessary to properly teach this subject?

(b) What further provision in English, if any, would you suggest?

2. It is proposed to give one unit of mathematics in Grade X and one in Grade XI. This would in all likelihood exclude Arithmetic from these grades.

(a) How much time do you consider necessary per week for instruction in Mathematics?

(b) What further provision for Mathematics, possibly by way of options, would you suggest?

3. It is proposed to have Departmental Examinations at the end of Grade IX and Grade XII only.

(a) Are you willing to assume the responsibility of promoting your students to Grade XI and Grade XII?

(b) Have you any suggestions for the maintenance of

satisfactory standards in the promotions to Grades XI and XII?

(c) What is your attitude in regard to answer papers markedly weak in spelling, English and general neatness?

4. It is the intention of the University of Alberta to require up to a total of 20 courses in English, Social Studies, Foreign Languages, Mathematics and Science.

(a) Do you feel that the University should be asked to allow a wider range of subjects from which to select the twenty units for matriculation?

(b) If so, how would you suggest that the range be widened?; e.g.,

(1) by additional courses in the compulsory units.

(2) by other courses selected from the options.

REMARKS

FOR USE OF LOCALS

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Association Announcements



ABOUT THOSE REFUNDS

Certain of those whose fees were already paid when the *Teaching Profession Act* amendments came into effect last April, are inclined to be somewhat impatient at the delay of the Association in making refunds. The school board is deducting the 50c per month as required by the Act but, say they, their fees were already paid before April last, and, therefore, either no fees at all should be deducted by the school board, or else the A.T.A. should return the overpayment. This stand is quite reasonable and we are sure that that same reasonable attitude will continue so that as the position of the Association, once made clear, will banish all sense of grievance and impatience.

As stated in previous issues, these refunds will be made just as soon as the cash is available to enable us to do so,—after the double payments have actually reached this office. It is quite correct to argue: "My money is being taken by the school board (50c) each and every month. This means that the A.T.A. can bank on approximately \$25,000 or \$26,000 per annum from the over 5,000 teachers actually teaching in the schools. So, 'Why must we wait for fees paid twice over to be refunded?'"

Please Get This—

When your school board withholds the 50c per month from your salary, that 50c is not forwarded forthwith to us. It is months before it is handed over to the Association. Teachers who depend upon Government Grants for their salary arrears know just what a delayed procedure it is. This is nobody's fault, certainly not ours nor the Department's. Before the Department can issue the school grant cheques the following steps (each of which takes considerable time, inevitably) must be taken:

1. The Term returns must be received by the Department from both teacher and school board.
(N.B.—School boards are often guilty of holding-up these returns—sometimes teachers. Often they are inaccurate and must be mailed back for correction. This means further delay—letters forwarded, often follow-up letters to speed up the documents for checking or re-checking.)
2. After checking the Term Returns, the amount of grant due to each school board must be decided upon. Sometimes the grant must be divided up between school board, teacher, or numbers of teachers.
3. These amounts must then be entered upon forms in tabular form.
4. The cheques are then made out and signed by the Treasury.
5. The cheques are finally mailed in batches IF and WHEN the Provincial Treasurer has sufficient cash available to meet them when presented to the bank for payment.

It is then and then only, after the above tedious but absolutely necessary procedure is through, that the Association receive from the Department the fees deducted from the salary of members by school boards—months, possibly in certain cases, at least one year after the first 50c was retained from the teacher's salary.

Here are a few additional facts which in fairness to ourselves and to our members should be made known:

1. No payments whatsoever have yet been received from grants for the term ended, December 31st, last, although most of them have been received for the months of April, May and June last.
2. Sufficient money must be on hand early in the year to finance the Annual General Meeting, to pay the expenses of delegates of Locals.
3. The A.T.A. must finance itself until well on into next year, from fees paid direct to us through school boards on the larger centres. We are not in a sufficiently satisfactory cash position to pay out moneys (e.g., the duplicate payment of fees) until the duplicate payment has actually been received by us.

There is no question whatsoever of the Association evading or attempting to evade making refunds to teachers who have paid their fees twice over. The amount which will be required for this purpose is approximately \$5,000 and, as above stated, we must receive that sum before we can pay it back. Therefore, taking the above facts into consideration, we must ask our members to continue patient yet awhile.

NOTICE

Teachers who have left the teaching profession since June, 1936, including those who have resigned their positions as teachers at the end of December, 1936, are urgently requested to notify the General Secretary-Treasurer, Imperial Bank Building, Edmonton, of this fact immediately.

Teachers who have changed schools at the end of the Christmas term must report their new addresses to the General Secretary-Treasurer.

Unemployed teachers may, on the payment of a fee of fifty cents, keep themselves in good standing in the Alberta Teachers' Association and receive *The A.T.A. Magazine*.

RE NOMINATIONS AND RESOLUTIONS FOR ANNUAL GENERAL MEETING

Nominations for the various offices of the Provincial Executive of the Alberta Teachers' Association and resolutions to be presented at the Annual General Meeting must be in the hands of the General Secretary-Treasurer, Imperial Bank Building, Edmonton, no later than February 26, 1937.

Every Local of the A.T.A. which has applied for a charter has the privilege of nominating three persons—one for the office of President (which nominee must have had previous experience as a member of the Provincial Executive); one for the office of Vice-President, chosen from the Province at large; and one for the office of District Representative, (which nominee must teach in the district that he aspires to represent).

Forms for the purpose of nominating may be obtained from the General Secretary-Treasurer.

Eligibility of Members:

In order to be eligible as a candidate for election to the Executive Council, a member shall have been in good standing in the Alberta Teachers' Association, or other affiliated organization of the Canadian Teachers' Federation in every case where membership was a possibility, for not less than four successive years immediately preceding his nomination as a candidate for election; provided that a period of unem-

ployment as a teacher during such successive years shall be deemed to be a period of membership.

Resolutions:

In order that any Local may bring up a question or resolution for consideration at the Annual General Meeting, a member in good standing in the Local must introduce the resolution, have this resolution passed by a majority vote, then forward this resolution to the General Secretary-Treasurer, who will see that the resolution is placed on the agenda of business for consideration at the Annual General Meeting.

RE UNIVERSITY SUMMER SCHOOL QUESTIONNAIRE

(See December Issues, Page 15)

Some 100 questionnaires have been returned to the office, but there are others whom we feel sure desire to express their opinions on this important matter. If you are at all interested in taking University Summer School classes—whether actually taking the courses or are thinking of taking them—you should send along the questionnaire duly completed, immediately. The matter is likely to be finally disposed of in the near future by the University, after consultation with the A.T.A. Committee. Your Committee desire to have the views of as many teachers as possible in order that they may more correctly interpret the views of the membership in this regard.

THE TOKYO CONFERENCE, AUGUST, 1937

The Japanese Education Association has issued three bulletins already for the Seventh Biennial Conference of the World Federation Education Association in Tokyo, August 2-7, 1937. The first is a beautifully illustrated pamphlet, with a personal invitation from the President, Hon. Hidejro Negata. All three bulletins carry valuable information about this great Conference. The importance attached to this Conference by Japan is indicated by the fact that the President of the Japanese Education Association has been made a member of the Japanese Cabinet, as Minister of Overseas Affairs. Where else in the world has the President of a national education association been made a Cabinet Minister? The support of the leading educational, cultural, industrial, commercial and social organizations in Japan is pledged through the co-operation of their representatives with the Conference Committee.

A keen interest in the Tokyo Conference has been already shown on the part of a good many of our teachers, and plans are under way for an organized all-expense tour which will provide a delightful trip through Canada and a stay of about 23 days in Japan, with many trips to various parts of the country.

A FACT A DAY ABOUT CANADA FROM THE DOMINION BUREAU OF STATISTICS

For two years there has been a nightly broadcast over the Canadian Radio Commission's National Network, under the general title "A Fact a Day About Canada From the Bureau of Statistics." Requests, especially from teachers, for their presentation in more permanent form led to the publication of each month's broadcasts in a monthly bulletin. Over two thousand teachers now receive the collected broadcasts as they are published each month and use them in the teaching of geography and social studies. As the broadcasts are written in popular style the pupils themselves consult the bulletin freely when it is placed on the reading table or in other positions accessible to them.

Teachers wishing to receive the bulletin should write to the Canadian Radio Commission, Ottawa.

Around the World

By MISS M. B. MOORE, M.A., and MISS R. T. COUTTS

Puerto-Rica became the possession of U.S. in 1898, after the Spanish-American war, and now Senator Tydinge has introduced a Bill for a plebiscite to be taken in November, 1937, as to whether the people of Puerto-Rica will be sovereign independent. Opinions vary, some declaring it means economic ruin to the island if independence were achieved; others say independence even with starvation.

Since March 2nd, 1917, the island has been governed by *The Jones Act*, which makes the island an organized territory with the possibility of Statehood. The Government consisted of an elected Lower House, an elected Senate, but heads of Government departments were largely appointees of the Governor sent by Washington. If under this Act the island achieved statehood it would send six members to United States House of Representatives, and two members to the Senate. There would be free trade with United States and no harm to millions of dollars of American capital invested in the island.

The Tydings Bill has not been accepted in the Senate, and would hardly be in accord with Roosevelt's good-neighbor policy, for if the Porto Ricans are reckless enough to vote for independence which they might do if given an opportunity, it would mean economic ruin and chaos for the small island.

* * * *

Iran (Persia) is under the rule of a benevolent dictator, Rasa Shah Pahlive, who is bent on modernizing his ancient kingdom. He believes in gradualism. With due attention to moderation he is succeeding in unveiling women—while men are abandoning the fez and adopting the European hat, and are beginning to remove this at prayer.

Religious customs are similarly modified. The ancient and historic mosques are being opened to the entrance of foreigners. Museums in their holy cities of Oom and Mished now open their doors to travellers from foreign lands.

Iran (Persia).—The Shah is industrializing his ancient kingdom. Through the co-operation of skilled technicians from Sweden, Germany, Czecho-Slovakia, there arises near the site of the ancient palace of Darius a plant that can produce 500 tons of sugar daily. Its construction cost \$10,000,000. The Shah has established a government monopoly of sugar production. The profits of the industry go to the building of railways and highways in Iran.

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Official Bulletin



Department of Education

BEST WISHES FOR 1937

The Department of Education is glad to find this opportunity of expressing to the teachers of the Province its appreciation of their help in making the new programmes, and of their co-operation and support in launching these programmes successfully. The Department entertains the most sanguine expectations of a further advance in education during 1937.

BEGIN THE NEW YEAR ARIGHT

Now is a good time to read and ponder the following message, adapted from the Principal's foreword in the Twenty-third Yearbook of the Camrose Normal School:

"It has been maintained that less than half of our teaching produces vital, realistic knowledge, and that more than half of it ends in a relative meaningless repetition of words. We, as teachers, too often lose sight of the relation that should exist between the exercises of the school and the realities of life, and as a result we teach words rather than the things and meanings for which these words stand. The curriculum itself is found in books, and consists of words and other symbols. The teacher is a product of the routine of the schools, and is often a person who takes an immediate delight in this routine. What it means in terms of life he has had little chance to learn, for the road to teaching lies only through the schools.

"An attempt is now being made to introduce a curriculum based on life activities, which we hope will do away with much academic formalism. However, such a curriculum is only another means of vitalizing our school subjects; and unless its relation to life is constantly kept in view, immunity from formalism is not assured. Vitalized teaching depends, in the end, far more on the teacher than on any particular mode of curriculum organization. Good teaching has always depended—and will always depend—primarily on the insight, resourcefulness, and professional skill of the teacher who administers the curriculum."

Fellowships at the Institute of Education, University of London

Dalhousie University,
Halifax, N.S.,

December 18, 1936.

The Deputy Minister of Education,
Department of Education,
Edmonton, Alberta.

Dear Sir,

For the past two years, and this year again, the Carnegie Corporation of New York has provided funds to offer two travelling fellowships to Canadian school teachers to attend, for one year, the Institute of Education, University of London. The fellowships have a value of \$1,250 each. The Selection Committee, which sifts out applications and makes the award, consists of the following gentlemen: R. C. Wallace, formerly President of the University of Alberta and now Principal of Queen's University, Kingston, Ontario; Malcolm W. Wallace, Principal, University College, Toronto; and Dr. Henry F. Munro, Superintendent of Education for Nova Scotia, Halifax.

As President of the Canadian Universities Conference perhaps, or it may be for more general reasons, I have all

along been in close touch with this Committee, and also with Professor F. Clarke, Director of the Institute of Education in London. It has been suggested to me that I write to you to call your attention to the purpose and activities of this Selection Committee. Your Department could make the existence of these fellowships known in your province. The Canadians who have gone over in the past two years have been highly regarded in London.

Principal Malcolm W. Wallace, University College, Toronto, is Secretary of the Selection Committee for Canada. All applications for the fellowships should be sent to him not later than March 20, 1937.

Yours faithfully,

(Sgd.) CARLETON STANLEY,

President.

Curriculum Revision

Committees are now at work on the courses of the new programme for Grades VII and VIII. These courses will be integrated with the new Grade IX courses, and the whole will be issued as a new Programme of Studies for the Intermediate School.

Other committees are working on the new Grade X courses.

It is expected that meetings of the General Committees on the intermediate and the high school programme will be held during January.

IMPORTANT NOTICES

Re French 3

On page 28 of the *High School Regulations*, the following sentence should be added to the requirements in *Grammar for French 3*: "Special emphasis should be placed on continuous prose and free composition." Through inadvertence, this sentence from last year's regulations was omitted. Teachers of French 3 classes would expect, however, that the requirement of former years in respect to "continuous prose and free composition" would be continued.

Re Chemistry 2

All candidates in Chemistry 2 who are assigned a pass mark in laboratory work must have performed all of the experiments prescribed. Candidates who through absence or other cause have missed any of the experiments will be expected to complete these before the beginning of the Departmental examinations.

High School Examinations

In all cases where candidates for any Departmental examination answer extra optional questions, sub-examiners will be instructed to value the answers appearing first on the answer paper and to disregard answers to extra options. An exception may be made by the Chairman when it is evident that a candidate has abandoned one option almost immediately and made an attempt at another.

Grade IX Examination

Any student who so desires may take two years to complete the new Grade IX programme, in which case he will not write on the Grade IX Departmental Examination in the four obligatory subjects until the end of the second year, nor will he receive a final recommendation in any of the optional subjects until the end of this two-year period. It will be more satisfactory for the student to take a part

of each of the total number of subjects during the first year and to complete these subjects in the second year, than to complete a number of subjects during the first year and the remaining subjects during the second year. In the case of Literature, it will be necessary to begin that part of the cycle prescribed for the year the student intends writing the final examination.

Grade IX Records

Grade IX subjects will be listed on the Principal's Confidential Report in the undernoted order. It will simplify the compiling of these reports if records are kept during the year arranged in this same order:

English, Social Studies, Mathematics, General Science and Health Education, Art, Dramatics, Junior Business, Typewriting, Oral French, General Shop, Household Economics, Music.

Reference Material on Health Education

Arising out of the new Programme of Studies for the Elementary School, and for Grade IX, so many requests for free bulletins on matters relating to public health have been received by the Department of Public Health that the Department is no longer able to supply these bulletins free of charge.

There is a charge for the **Public Health Act** and for the **Public Health Regulations**, as shown in the following list:

The Public Health Act (to be had from the King's Printer, Edmonton)	25c
Public Health Regulations (to be had from the Department of Public Health):	
Concerning Contagious Diseases	25c
Relating to Bakeshops	15c
On Food and Drink	10c
Respecting Dairy Farms, Milk Plants, Fluid Milk and Table Cream	20c
On Nuisances and General Sanitation	15c
On Disinfection by Use of Hydrocyanic Acid Gas	15c
Barbers, Barber Shops and Barber Training Schools	20c
Mattresses, Upholstering, Wiping Rags and Cotton Waste	10c
Swimming Pools and Bathing Places	15c
Tourist and Recreational Camps	10c

For Regulations regarding the Grading of Eggs, write to the Senior Poultry Field Man for Alberta, 407 Blowey-Henry Building, Edmonton.

A copy of all Public Health Acts, Amendments as they have appeared, and Regulations has been sent to the Secretaries of all Local Boards of Health; that is, to the Secretaries of all Cities, Towns, Villages, and Rural Municipal Districts. These should be available to teachers, in the secretary's office.

The following is a schedule of prices set for **Public Health Bulletins** (post-paid):

All communicable diseases, including instructions regarding the care of Itch, and on Vermin	15c
Bulletins on—	
Dental Hygiene	5c
Social Hygiene	5c
The House Fly	3c
Health Rules for School Children	2c
History of the Department of Health;	
Organization and Functions of the Department of Health;	
Boards of Health	5c
Hospitals and Sanatoria	5c
Sanitation—Water, Sewage, Garbage, Privies, etc.	5c
Milk—Dairies, T.B. Testing of Cows, Plan of Dairy, etc.	5c
Food Adulteration, Inspection and Grading of Meat, Sanitation in Markets, Stores, Restaurants, etc., Grading of Butter and Eggs	5c
Food—In Times Like These	10c
Cancer	10c
Summary of some important Health Regulations	5c
Postage	20c
	\$1.00

The Department of Public Health recommends that teachers or trustee boards purchase the dollar packet of material, which will include all available material as above, and all free material distributed by the Department for the Metropolitan Life Insurance Company, the Canadian Welfare Council, the Canadian Tuberculosis Association, the Dominion Government, etc.

Teachers' reference books and supplementary reading on Health Education, with special reference to Water, Water Supplies, etc., recommended by the Department of Health, and sold by the School-Book Branch, Department of Education:

Good Habits: Charters-Smiley-Strang. Grade III. Price 75c. Good on water and other subjects.

Wise Health Choices: Charters-Smiley-Strang. Grades III-VI. Price 90c.

All very good. Some on water.

The Game of Health Living: Winslow and Hahn. Grades IV-VI. Price 70c.

Good on food, vitamins, teeth, sunlight, air, posture.

Healthy Citizenship: Andress and Evans. Grades VI, VII. Price 75c.

All good—water, milk, rats, insects, housing, Pasteur, Trudeau.

The Health Community: Winslow and Hahn. Grades VI-IX. Price 75c.

Good on Sanitation on the Farm and in the City.

Community Health: Turner and Cillins. Grades VI-IX. Price 90c.

Good on water, food, alcohol, tobacco, drugs, waste disposal, insects, housing, some health heroes, ventilation, infant welfare, organization and functions of a Department of Health.

Highroads to Health (a reference): Andress, Brown, Power. Price 70c.

Water, milk, dress, posture, microscope, some health heroes.

Modern Physiology; Hygiene and Health; Good Neighbors (a reference): Mary S. Haviland. Price \$1.10.

Good on water, pure ice, food, "T.B.", storage of food, milk, household enemies, inoculation, sewage.

Elementary General Science (a reference). Price \$1.65. Contains 20 pages on "Water and Human Welfare."

Everyday Problems in Science (a reference): Pieper & Beauchamp. Price \$1.75.

A good reference on water for teachers.

Physiology and Hygiene for Public Schools (textbook). Price 70c.

Covers most subjects briefly.

Teachers who desire a high-grade reference book on sanitation for the school library will find the following book very satisfactory: **Municipal and Rural Sanitation**, Ehlers and Steel (McGraw-Hill Co.) This book offers detailed information on communicable diseases, water and water supply, disposal of refuse, control of flies, mosquitoes, etc., milk and food sanitation, ventilation, tourist camps and swimming pools, disinfection, and other such matters of public health. The book may be ordered through the School-Book Branch. (Price \$4.00).

Books on How to Make or Do Things

In response to requests for information about books that tell how to make or do things, the following list is offered:

"How to Do It" Series; Flanagan (25c each).

"Industrial Arts for the Elementary School"; Bonser and Mossman (Macmillan Co.)

"Occupations for Little Folk"; Pratt.

"101 Things for a Boy to Make"; Horth.

"101 Things for Girls to Do"; Horth.

"Craftwork"; Taylor and Snell (3 volumes).

"Art and Artistic Handicrafts for the School"; Allen.

"Educational Handwork"; Jenkins.

For information respecting the prices of these books write to the School-Book Branch, Department of Education, Edmonton.

Of Interest to Teachers by Clericus

Well, here we are in 1937. A Happy New Year to all our readers. May your pay-cheques come regularly during 1937. Somehow we always feel filled with fresh hope every new year. First of all, the days are beginning to get a little longer, then it won't be long before those harbingers of Spring, the seed catalogues come along, and lastly it's only 6 months more till the end of the June term. We have never really given up hope that we might be able to manage a holiday "next" midsummer. Something like the carrot that lures on the donkey. But then comparisons are odious, don't you think?

* * * *

Oh yes, the answer to the sock problem. Just three socks. If they were all one color, then the farmer's wife had a pair. If there were two of one color and one of another, she had a pair of the same color anyway. We always did wonder what real value was attached to permutations and combinations. (Yes, we know these were *socks*.) And not a word from Dr. Sheldon. Can it be that our guess was right?

* * * *

Some of you might be interested to know that CKUA (the University Station) 580 kilocycles, is putting on a "Teachers' Forum" every Monday at 8 p.m. The organizations taking part in this are:

- The Provincial Department of Education;
- The University School of Education;
- The Alberta Teachers' Association;
- The Provincial Normal School, Edmonton.

The A.T.A. was scheduled to go on the air on January 4th, but unfortunately power trouble at the station prevented the broadcast. Listen in Monday, January 11, at 8 p.m. and each Monday thereafter. CFCN will also broadcast the feature.

* * * *

You might try this one on your pupils to see whether their spelling is up to scratch. If they can spell the following sentence correctly from your dictation, they are good: "Who can conceive the unparalleled embarrassment of a harassed pedlar (peddler) seated on an ecstatic horse, while paring a pear with a pair of scissors." Try it anyway.

* * * *

We were talking to Mr. H. P. Brown of CKUA recently, and he was telling us of the fine collection of films the Department of Extension has to rent (at a purely nominal cost) to those schools fortunate enough to possess a movie machine. Social Studies, Geography, Living Conditions and Social Services, Food and Clothing, General Science, Health and Physical Education, etc., are all well represented, and fit in well with the new Grade IX Programme of Studies. If you are interested, drop Mr. Brown a line and he will be glad to send you a list of the films available. He can also advise you as to the kind of machine to buy, its cost, etc., and can tell you how a number of schools have banded together to buy a machine to serve them in common. A few concerts soon pay for your share of the machine. This matter is worth your investigation.

* * * *

You may not have seen this one: A railroad train had a crew of three and three passengers, and travelled between Chicago and New York. The train crew is made up of an engineer, a fireman and a conductor. Their names are Smith, Jones, and Robinson, but not necessarily in that order. The passengers are Smith, Jones, and Robinson, but

will be referred to as Mr. Smith, Mr. Jones, and Mr. Robinson. Mr. Robinson lives in New York. Mr. Jones' annual salary is \$5,000. The conductor lives half-way between New York and Chicago, and his namesake among the passengers lives in Chicago. The conductor's closest neighbor is one of the passengers and his annual salary is exactly three times that of the conductor. Smith beat the fireman at billiards. What is the name of the engineer?

* * * *

Our fan mail last month contained (in fact, consisted of) a letter from a teacher who claims to have been a pupil of ours in the dim and distant past. By a process of sleuthing and deduction, and by invoking the aid of psychology and (we suspect) phrenology, the writer claims to have discovered our identity, well-hidden as it is under a *nom-de-plume*. Since our correspondent claims to be a literary light of some candlepower, editing a column called "The Baleful Eye," we doubt very much the wisdom of admitting the acquaintance.

* * * *

You might be able to work the following into a lesson in manners somehow: An English slavey (maid to you, Dave) had got a new beau. He showered her with attentions and his politeness was so remarkable that the girl felt impelled to tell her mistress about the wonderful young man. "'E took me out to tea yesterday," she related, "and instead of blowin' 'is tea, 'e fanned it wiv 'is 'at."

* * * *

"Think upon nothing but what you would willingly tell about, so that if your soul were laid open there would appear nothing but what was sincere, good-natured, and public-spirited."—Marcus Aurelius.

Congratulations



HON. NATHAN E. TANNER
Minister of Lands and Mines for Alberta

As we go to press news comes to hand that Nathan E. Tanner, 38 year old school teacher from Cardston, took the oath of office on Tuesday, January 5, as Minister of Lands and Mines for Alberta, succeeding the Hon. C. C. Ross, resigned.

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We recommended WINGS LIMITED in
October at \$1.95
(It reached a high of \$3.25 in November)

We recommended KEWAGAMA GOLD
MINES in November at 58 cents
(It reached a high of 93c in December)

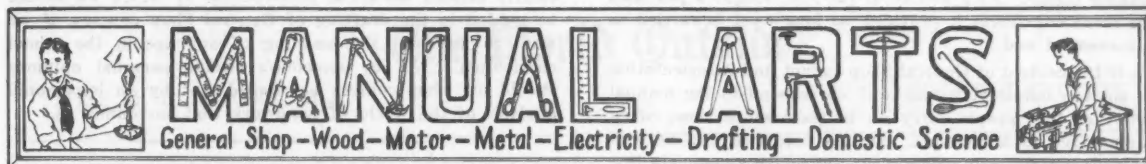
We recommended WESLEY GOLD in
November at 20c
(It reached a high of 34c on December 12)

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THE RANGE OF GENERAL SHOP WORK

By JOHN LIEBE, Ph.D.
General Shop Instructor in Lethbridge

IN A BUZZ of excited voices among critical or approving faces, I found myself pushed through the doors of the great assembly hall of the Institute of Technology and Art in Calgary. The inspirational opening address of the summer session had just ended and the brand new outlines for General Shop in Grade IX had been given out. Halls and corridors, lunch-room and shops rang with comment. I listened to the flood of remarks with great eagerness; for somehow people seem to be more outspoken and truthful if they are suddenly face to face with something new. From the reaction of the instructors-in-training who had gathered there, one could see that the new course was a challenge. There were no minimum requirements, no pages of a textbook quoted, nothing about the number of "plates" to be completed in pencil and ink; not even the number of joints and operations which a pupil is to perform were listed. The ten folio pages of the course were something like a map which allows the instructor to survey the wide realm of manual education and leaves it to him to make his choice.

Objections to the Wide Range

Beginners who were just entering this new field with great expectations pursued the seven options of the course in great earnestness and, with a beating heart, surveyed the impressive array of activities that they were expected to carry on. They wondered if the inspector would really expect all that. But the respect for their new field grew by leaps and bounds, and you could watch them attacking the new shop courses with stubborn determination, working early and late in spite of the scorching heat of last summer. Rash and crushing were the comments of those opportunists who had turned to the new and now popular shop courses primarily because competition is said to be less in this new field. They were obviously disappointed with the wide scope of the course which involves a good deal of training. Their attention turned immediately to the question of qualifications and certificates. It became quite plain that only those teachers who really had a liking for handicraft in the past, would have the energy to work into this new subject in spite of pretty stiff entrance requirements. Due reserve was shown by the gentlemen who were old hands at the game of Manual Training. They could clearly perceive the effect of such a varied programme on the daily shop routine. "Forging," I heard someone say, "is a fine art, but it makes a dirty mess of the shop. How can you carry on wood work at the same time?" It was felt that electricity requires far too complicated calculation on the part of the instructor. "Suppose a student wants to construct a transformer for a special purpose. Do you feel confident that you could design one for him and calculate the turns of the primary and the secondary, the gauges of wire required, the volts per turn, the cross-sectional area of the core?" exclaimed one who seemed to know a lot about transformers. Another instructor who felt he could handle electricity reasonably well commented on the danger of conflicting interests: "If

you start radio, he said, all boys will run away from wood-work."

When the shop courses of the summer school came to an end, and all the projects which had been completed in the five weeks were spread out for the exhibition of the last day, I felt assured that the spirit of the new course had been caught by the instructors of the Institute, and that they had demonstrated to their own satisfaction and to their teacher-students that, with honest effort and with willing adaptation of the central idea of the course, General Shop can lead to a wonderful variety of creations of the hand and the machine, can be made an avenue to art, and can through some phase or another appeal to almost any boy. Yet the instructors in charge of these teacher-training courses worked toward a common aim as specialists: teaching in a unit shop, always aware of the enormous expanse of their own trade, they naturally saw the short-comings of their particular field in the framework of the General Shop course.

School boards, I found, also view the large scope of the course with some hesitation. "General Shop! Hm. What are you going to teach?" I was asked at a board meeting. I tried to look as modest as possible and said: "Woodwork and some metal work and the beginnings of electricity." "Well," was the quick reply—and it sounded reasonable enough—"how can you do it in forty lessons?" "Oh, well," someone explained, it is just an inkling of everything." I smiled and considered it wise to wait with an answer for the exhibition of the first year's work.

In the face of so much criticism from many quarters we may well ask ourselves if an impersonal selection of material for the content of General Shop courses is possible.

Is an impersonal, objective determination of the range possible?

The General Shop idea is new in Alberta. It is only a few years ago that it was partly applied to the Manual Arts courses for Grade VII and VIII. Confronted with the vast field of handwork we seem to get lost in guess work when we try to find the activities that should be included in General Shopwork. What we need is a reliable principle of selection. Woodwork and metal work, motor mechanics and painting, farm and household mechanics, electricity and leatherwork, concrete work and cardboard construction, bookbinding and pattern-making, or if we go into detail wickerwork and turning, casting and forging, inlaid work and radio, etching and repousse work, and many other interesting processes have been considered as phases of the course. No one can make a suitable choice without a clear idea of the meaning of General Shop.

The shops and factories of this continent are the most specialized institutions in the world. Since the engineer has supplied brains, the designer taste, and the management organization, the factory routine offers little that has any direct educational value. If we look for the shop that develops human qualities we have to step down into the basements of the amateurs. The craftsman's spirit prevails. Nobody shouts "Hurry up," we do not pass the punch-clock. The profit motive is completely displaced by the joy of

making things. As a matter of fact, the longer a job lasts the more enjoyment it provides, as long as it is carried to a successful end.

If the content of General Shop cannot find its orientation in modern industry, it may well correspond to the manual activities that people carry on in their spare time, often summarized as home-craft. It is a field that can be well defined; it is a group of activities for which a complete line of low-priced machinery is available. The range of "General Shop" should correspond to "Home-craft" of the community at large. A careful analysis of popular magazines like "Popular Mechanics" and "Popular Home Craft" reveals that they are fairly reliable reflectors of home craft, as it has grown up on this continent in recent years. Each suggestion which has found its way from the successful home-crafter into those magazines deals with the construction of some article. It is easy to bring these thousands of amateur attempts under two main groups: things that people produce on account of their usefulness in home, garden, farm, shop, and office; and productions that primarily satisfy the love of beautiful design and form. But whatever the aim may be, usefulness or beauty or both, the construction of useful and beautiful articles is the very element of home-craft and therefore of General Shop work. It is something apart from experimental work in the laboratory on one side and industrial mass-production on the other.

The simplest way of defining the trend of home-craft is to find the main materials which are used. Essentially there are only six, namely: wood, metal, plastic materials, leather, paper, and that problematic substance or force, electricity. In a historical sense we may say that we have here the natural divisions of a modern General Shop course, drafted on this continent. Nothing should be included that goes beyond the range of home-craft; for it is reasonable to assume that the average student will not succeed where the handy man in his home work-shop does not venture.

The Historical Background of a School Course

The conscientious administrator who faces the task of drafting a school course often surveys the educational systems of the civilized world and tries to select the best. However laudable such an attempt may be it usually leads to a congestion of ideas. A good curriculum is one that has grown out of present-day life and, at the same time, preserves the essentials of tradition. A good curriculum fits into the historical background; it certainly should not be a striking contrast to the times and permit witty people to say that the school is usually a hundred years behind. We must realize that while modern industry created our industrial training courses, home-craft is the fitting historical background for the four General Shop courses that are being presented to the General Committee for the Revision of the New Curriculum during this month.

At the face of it home-craft may appear as an activity as old as civilized man; something that has no particular educational significance for our century. Nothing could be a more superficial observation. What we call home-craft on this continent today is the peculiar product of the machine. What a few people of exceptional skill used to do in their spare time, is done by millions today, since the small machines for the home work-shop have made home-craft an enjoyable and attractive pastime. At the same time our generation has more spare time than any age ever had, if we want it or not. This again is the direct outcome of the displacement of labour by the machine. There is no doubt that the type of home-craft which has been developed by our machine age has already assumed definite forms that will prevail for years to come. It is a

clearly defined historical phenomenon by which we should be guided in the drafting of General Shop courses, if we want to interpret the meaning of our age in the school curriculum. Not by someone's casual, personal opinions should our shop courses be shaped, but by an impersonal analysis of the world of handwork that surrounds us.

NOTICE: Mr. M. J. Hilton is the author of the article "The Place of Technical Training in the Education of the Adolescent," published in the December number under the heading "Manual Arts." Unfortunately, owing to lack of space, it was necessary to curtail the article somewhat.

TREES AVAILABLE FOR FARMERS

In connection with the statement of the Alberta Government published last October regarding certain types of trees being available to farmers for transplanting, it was learned in an interview given recently by the Honourable C. C. Ross, Minister of Lands and Mines, that a large number of Lodgepole Pine, and to a lesser extent Scotch Pine, are still procurable from the Forestry Division of the Department. As a result, applications for these two species for transplanting next spring will continue to be received up to January 31st, 1937.

The stock referred to is stated to be large and healthy. It is available only for additions and replacements in wind-breaks and natural bluffs. Application forms are obtainable from the Director of Forestry, Department of Lands and Mines, Edmonton.

An Irish statesman has defined economy as a reduction in some other fellow's salary.

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The World Outside

MISS M. B. MOORE, M.A.

MISS R. J. COUTTS

On December 10 took place the abdication of King Edward VIII from the kingship of Great Britain, Ireland, and the far flung British Empire.

Dec. 11. This date saw the passage of the Abdication Act, through both British Houses of Parliament.

Dec. 12 saw the proclamation of King George VI as former King Edward VIII's successor.

King George VI will be crowned on May 12, 1937—the date set for the coronation of Edward VIII.

* * * *

A new government department to safeguard food supplies in case of war has been set up by the British Nationalist Government.

* * * *

Geneva

The Spanish foreign minister, Julio Alvarez del Maijo, told the League Council that international war is being fought on the soil of Spain; that women and children in Madrid are being butchered by bombing planes under orders of rebel generals, who had in fact begun war while their statesmen talked of preserving peace.

* * * *

The League Council adopts the following resolution: Support for a more stringent control of arms or any other foreign assistance to either side in Spain. Recognition of the Spanish Government's claim that the League should regard this conflict as a threat to international peace. Approval of the Franco-British proposal to mediate the issue by achieving first an armistice and then a plebiscite of the Spanish people. Approval of co-operation between the League and other bodies—such as the London Non-intervention Committee—for the sake of stopping the Spanish war.

* * * *

Europe

France.—The corruption of the French Press, with certain notable exceptions, has been a national disgrace.

Premier Blum is initiating measures which the United Front Government hopes will effect some restraint—First in the strengthening of the libel laws, so that editors are held responsible for their publications as in Anglo Saxon countries. The Second is a law which will compel each paper to reveal its financial support.

* * * *

Germany, Japan and Chili have formally recognized the conquest of Ethiopia by Italy. Greece has appointed a consul to Addis Ababa, thus recognizing the supremacy of Italy in Ethiopia. Austria and Hungary have also in effect made recognition of Rome's Ethiopian conquest. And Italy has agreed to recognize the conquests of Japan in China.

* * * *

U.S.S.R.

On December 5 the All Union Congress of Soviets revised the original draft of their constitution, to authorize to fight "In a case of necessity to fulfil international obligations arising out of mutual assistance pacts."

This gives new force to the Franco-Soviet agreement for mutual aid, and comes as a Soviet reaction to the recent understanding between Germany and Japan to fight Communism.

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The Soviet Great Northern Railway has been completed to the Pacific. It is supposed to be beyond danger of attack by Japan's armies.

* * * *

Canada

The Secondary School Teachers' Federation of Ontario have sent a cheque for \$1,827.90, and The Women Teachers' Association one for \$708.88, with the promise of more to follow, to J. H. Sturdy, Secretary Saskatchewan School Teachers' Federation. These are to form the foundation of a benevolent fund to be drawn on by teachers in Saskatchewan who may be in actual physical need.

* * * *

About 70 existing school districts will constitute the new unit of administration in the Provincial Government plan at Lac Ste Anne for school consolidation.

* * * *

The International Nickel Co. of Canada is reported to have made \$23,000,000 out of the Italian war in Ethiopia.

Nickel exports from Canada have enormously increased during the past year.

* * * *

Belgium's first minister to Canada, Robt. Silvercruys, was appointed to that post on December 12.

U.S.A.

Ex-President Hoover insists that the economies of improved production technique be passed along to the consumer in the form of lower retail prices if business is to guard against the return of another depression.

* * * *

The President of Yale University told the American Society of Mechanical Engineers, that the great task of our day, even more than developments in engineering and in the field of economics—is work in the field of morals and religion.

* * * *

The minimum allowance per family—if economic security is to be maintained—The American Federation of Labor places at \$3,623 per year.

* * * *

The programme for the rehabilitation of the American farmer issued by Ruford G. Tugwell, includes the recommendation of expenditure of \$50,000,000 in Federal loans to aid farmers in their way up from tenancy to ownership—with a 40 year latitude for repayment of loans.

The Administration emphasizes also the need of the farmer for security of tenure, and a guarantee against liability of loss of his farm.

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The State Grange of New Jersey representing 17,154 farmers, has gone on record as endorsing consumer co-operatives on the Rochdale principles, founded in England in 1844.

* * * *

A drive for the ratification of the Child Labor Amendment during 1937 has been launched by the American Federation of Labor.

* * * *

The fruit of the Buenos Aires Peace Conference seems to be something as follows:

"The powers have agreed to a treaty re emphasizing their obligations under five existing peace treaties.

"They bind themselves to consult together in the event of any external threat to peace, American or foreign.

"They condemn, and seek to abolish by statute the practice of intervention.

"They recommend the application through domestic legislation of impartial embargoes against all belligerents."

* * * *

China

The Chinese Government and H. H. Kung, Minister of Finance, is given credit for achievement of reform of the Chinese monetary system and stabilization of the currency.

* * * *

Japan plans emigration to Manchukuo of 5,000,000 farmers covering a period of two score years. The first brigade to set out are chosen mainly from army reservists trained to warfare.

The emigration scheme serves a double purpose—relief of pressure of population in congested Japanese islands—and it would furnish a reserve from which to draw war recruits in case of conflict with Soviet Russia.

* * * *

Japan's internal struggle between civil and military forces causes turmoil. The military power is charged with disturbing peace by aggressive policies against China. There is also a revulsion against the consequences of the Japan-German anti-Communist pact, re Soviet-Japanese fishery treaty.

A School for Mankind

[Editor's Note.—While attending the World Conference of the New Education fellowship at Cheltenham, England, last midsummer, we were privileged to meet Dr. Paul Geheeb, an educationist of fame from Germany. We found him a most interesting and attractive personality. His long flowing beard and grave mien outwardly gave him the appearance of a venerable patriarch of old, but upon entering into conversation with him one was arrested by his fiery enthusiasm for his life-work and by that oft-times far away look of the seer or prophet who had suffered for the faith that is in him but, nevertheless, remained undaunted and determined, come what might, to hew a path clear through to the land of his dreams. Fortunately a direct avenue of approach opened up before us to place our readers in touch with the Institut Monnier Experimental School: we discovered that a charmingly bright and intelligent appointee to Dr. Geheeb's next year's staff, a Canadian teacher, was attending the conference. That Miss Nightingale remembers her promise to favor us with contributions is gratifying to our readers. Quotations from her letter to us, enclosing the article printed below might be of interest to our readers:

"I am thoroughly enjoying being in Switzerland: it reminds me so much of Canada—and it is in Canada that I have left my heart. I hope to come back some day. The atmosphere in the New World is so different: it has its own problems and the outlooks are different: but one is unshackled by old ideas and weighty traditions. I do not forget how binding are our own, but, perhaps, as the economic sky clears it will ease all classes and professions.

"Paulus is still hoping to get permission to take his school up into the mountains. We are now in a little town. He wishes to be among the forests and meadows; not hemmed in by other houses, as here. Each house is in its own grounds, but it is not open country.]

* * * *

The Odenwaldschule was one of the most progressive schools in Germany for 1910-1934, when Dr. Paul Geheeb, its founder left Germany with some of his pupils, and came to the Institut Monnier in French Switzerland. The German Government wished Dr. Geheeb to stay in Germany, and promised him freedom and liberty to express his ideas, but they had replaced his carefully chosen staff by loyal members of their own party.

Paulus, as we call him, believes that his real work lies in front of him. He would build up a school in which all the great cultures of the world are represented. Not a German, French, or an English school, but a school for mankind where the ideas of the East and West shall mingle and each soul shall have in this environment, the opportunity to "Become that thou art." Already at the Institut Monnier there are representatives of seven nations from Europe, Asia, America and Africa, and the number continues to increase. English, French and German are the officially recognized languages of the school.

There is no headmaster to dictate what shall be done, the school board does this, and the school board or Schulkommitee includes each person in the school; the comrades or pupils, and mitarbeiter, collaborators or teachers. Two of the older comrades act as chairman-secretary, and call meetings whenever necessary. Each member has the right to bring forward a suggestion, and to express his opinion, which the whole meeting may then discuss. It has recently been decided that we shall meet each day to sing, and a time has been made between the last lesson and dinner.

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Also, since the school has grown larger, the Schulegeminde has decided to divide into groups, each under the leadership of an older comrade who will be responsible for the well-being of the members of his or her family.

In the summer the day begins at 6.05 a.m., for the boys, who come down to our Indian physical training instructor for physical jerks and a brisk trot around the grounds. The girls follow at 6.15, and then a cold shower is taken, beds are made, and rooms are to be tidied before going to the first lesson at 7 o'clock. At 8 o'clock we have breakfast, followed by another course from 8.40 till 10.10 a.m., when there is another break while the comrades clean the school, their rooms, the classrooms, the bathrooms, and the unitar-belter meet to discuss any matter, and to drink tea. The next course lasts from 10.45 a.m. till 12.10 p.m., and from 12.15 till 12.30 p.m. there is community singing, then dinner. At 2.00 or 2.30 there are sports, swimming if the water is warm enough; tea is at 3.30, and then follows practical work in the garden or house from 4.00 till 5.00 o'clock. From 5.15 till 6.30 p.m., there is another course, supper is at 6.35, and we are then free until the next morning. The comrades usually take three courses, and do their preparation in the fourth. Each course runs for a month or six weeks.

After supper there are sometimes discussions or talks in German, French or English. Each week there is a political evening, when current events are discussed. After talking about the devaluation of the Swiss franc, the comrades were not very clear about its significance, so the next week Dr. Grebler from the International Labour Office of the League of Nations came to speak about it, and to answer questions. We often have most interesting visitors who come to the school while they are in Geneva. Each Sunday evening, after supper we meet for "Audacht," which is our equivalent of a church service. Music, played by the music master, the school orchestra, or visitors, is followed by a talk from a visitor or from Paulus, or Paulus may read a passage from some scriptures or inspired writings.

Correspondence

ECHO FROM AN OLD FRIEND

R.R. 1, Victoria, B.C.,
November 23, 1936.

Dear Mr. Barnett:

You and all your colleagues who have been fighting such a good fight for these many years must feel very great satisfaction in what has been accomplished during this last year. If one wishes to be a pessimist, he may count up all the things striven for (pensions for example) that have not yet arrived. But if there were nothing left to fight for, life would be a bit drab, wouldn't it?

We were pleased to read that you had had a trip to your native land. What keen pleasure that must have given you. I wonder if you have ever regretted having come to the land where everything was so new and unfinished.

The A.T.A. Magazine keeps us well in touch with the doings of the Alberta teachers, and so we enjoy its monthly visit.

With sincere wishes for the success of the Teaching Profession of Alberta.

Yours truly,
Kate Chegwin.

In Memoriam



MISS ANNE KIERYLUK

From among us has passed one who shall not soon be forgotten. A credit to her profession, an inspiration to her friends and a joy to her nearest kin, she had found a niche in the world of men and women. Whether we were associated with her in her chosen profession, or had known her in her private life, or casually as a friend, we had given her a warm place in our hearts.

On the threshold of womanhood, when the broad panorama of opportunity was spreading before her, she was snatched away from us. Though we shall miss her physical presence, we shall always remember her cheerful smile—for she smiled in the face of the greatest adversity. We shall always remember her encouraging word—for she was ever ready to help others. We shall always remember her unstinting service to her profession, though at times, we know, she received little in return.

Let us unite in paying this tribute to a staunch friend and loyal fellow-worker—this tribute of no less than a sincere hope that she has found the happiness that was so much her desert.

(Delivered by Mr. Wm. Kostash, at a meeting of the Andrew-Derwent District Association.)



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Local News

HUSSAR

On the afternoon of Saturday, November 21, the teachers of Hussar and district organized a local branch of the A.T.A.

The following officers were elected: President, Mr. Larson; Vice-President, Mr. J. Toogood; Secretary, Miss B. Leggatt; Press Correspondent, Miss D. Flanagan.

It was decided that meetings should be held on the second Saturday of each month at 3 p.m.

Inspector Frame was present. His suggestions were much appreciated in the discussion of various problems.

BARONS

At Barons on December 4, an organization meeting was held, and the following officers elected: President, Mr. C. Jarvis Miller; Vice-President, Mr. Purkis; Secretary-Treasurer, Miss Muriel Sherring; Press Correspondent, Mr. Reed, Bowville S.D. Executive: Mr. Robertson, Carmangay; Miss P. Menzies, Albion Ridge S.D.; Mr. A. E. Bayeroff, Barons.

HARDISTY

Once again the Hardisty Local A.T.A. was favored for its November meeting on Saturday the 21st, by ideal weather and a record attendance of teachers. The President, Mr. Abbott, presided over the short business meeting, which consisted mainly of arrangements for the play "Our Boys," which this group is presenting on December 11 in the Hardisty Theatre.

Following this, the first act of the play was presented to a very appreciative and enthusiastic audience of teachers.

The setting of the date for the next meeting, to be held in the Hardisty School on January 9, closed the meeting.

RAYMOND

The teachers of the Raymond Local met at the Public School on November 16 at 4:30. General business was first attended to. Mr. Woolley of the Public School staff, had charge of the Question Box. Some of the questions submitted caused lively arguments. A short discussion on convention matters was led by Mr. Redd.

The next meeting will be at the home of Mr. J. W. Evans on January 11 at 8 o'clock.

LETHBRIDGE NORTHERN LOCAL A.T.A.

Teachers from the eastern end of the Lethbridge Northern held a meeting recently at Picture Butte. After some discussion the 15 teachers present decided to form a Local branch of the Alberta Teachers' Association. A constitution for the organization was drawn up but left for adoption until next meeting. It was decided that the officers elected at the previous meeting should carry on in the new organization; viz., President, D. R. Baldwin; Vice-President, Walter Galdzinski; Secretary-Treasurer, Miss J. Ober.

S. Smith of Iron Spring, and D. Baldwin of Picture Butte, were elected as delegates to the district organization.

A general discussion followed on the recent Teachers' Convention in Lethbridge, and recommendations were passed to be forwarded to the convention committee next year.

Before adjourning a social committee was formed, consisting of Miss M. Johnson, Picture Butte; Miss D. Newton, Turin; and Miss G. Church, Turin West. Future meetings will be held on first Thursday evenings instead of Friday afternoons.

ECKVILLE

The regular monthly meeting of the Eckville A.T.A. Local was held in the Eckville High School, November 21, with 14 members present.

Miss Craig and M. McKinnon demonstrated their Enterprises for Divisions I and II, after which Mr. Baldwin gave a very interesting talk on High School Art. Then followed a discussion and suggestions for the Christmas concert.

After a game of cards, a delicious lunch was served by Miss Craig, M. McKinnon and Mrs. Baldwin.

PONOKA

On Wednesday, December 2, a meeting of the teachers of Ponoka and surrounding country points was held to organize a Local, to be known as the Alberta Teachers' Association Local for Ponoka and district. The following executive was elected: President, Mr. G. W. Sutherland; Vice-President, Miss Elsie Little; Secretary-Treasurer, Miss Blanch Tees; Press Reporter, Miss Grace Huff. Executive members: Miss Mae Schmidt and Miss Nellie Magee.

OLDS

The second meeting of the Olds A.T.A. Local was held in the Olds High School on December 5. A varied programme consisting of business, educational and social items was enjoyed by all the teachers present. The meeting was presided over by Mr. E. Hodgson. The programme consisted of a sing song, reading of the minutes by Miss T. Butchart, an account of the "Vimy Pilgrimage" by Mr. A. Kemp, a tap dance, a demonstration on the New Course of Studies by Miss M. H. Grant, and a violin and piano duet by Misses Jean and Mary Kirker. A talk was given by Mr. Crispo on "Grants for the Promotion of Music in the School." Mr. E. Erickson led a discussion on a "Local Library."

Tea was served at the conclusion of the meeting by the social committee, giving a social period which was enjoyed by all.

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VERMILION

The monthly meeting of the Vermilion Local of the A.T.A. was held at the Vermilion High School on December 2. Mr. Steele conducted the election of officers.

The following slate was elected: President, Mr. Macumber; Vice-President, Mr. Creighton; Secretary-Treasurer, Miss D. Oakley; Press Reporter, Miss E. Capsey; Committee, Miss M. Forbes, Mr. M. Uurquhart, Mr. G. Schurman, Mr. Majury, Miss B. Perkins.

The next regular meeting will be held the second Saturday in January.

MANNVILLE - MINBURN

On Saturday, November 28, a very enthusiastic meeting was held in the Mannville School. Nineteen teachers were present and decided to form an A.T.A. Local, to be called the Mannville - Minburn Local. The officers elected were: President, Mr. G. K. Brady; Vice-President, Mr. W. Bullock; Secretary-Treasurer, Miss H. Hanning; Reporter, Mr. L. E. Larcombe.

The next meeting is to be held on January 9. There will be a round table discussion on difficulties.

Teachers of the districts are all invited, and asked to bring at least one problem written on paper. These problems are to be put in a box and later discussed.

CALGARY MEN'S LOCAL

At the twenty-seventh general meeting of the Calgary Men's Local, held October 25, 1936, the following officers were elected: President, Mr. W. S. Webb; Vice-President, Mr. W. Jones; Secretary-Treasurer, Mr. W. M. Pécover.

PROVOST - HAYTER

Provost - Hayter Local met on December 12, at the home of Mr. and Mrs. R. E. Rees, Provost.

Animated discussion took place over the proposed changes in the University Summer Session programme, all teachers favoring a change.

The following proposal is to be forwarded to the District Association: "Many teachers find they have books which make excellent references, yet these are not recommended by the Department. We feel that such teachers should notify the Department, and it in turn (if the books receive its approval) can recommend them for school libraries."

HANNA

A group of town and rural teachers met at the Hanna Public School on Saturday afternoon, November 28, and organized a Local Branch of the Alberta Teachers' Association.

The officers elected for the current year are as follows: Honorary President, Mr. J. C. Jonason, Inspector of Schools; President, Mr. A. W. Prime; Vice-President, Mr. R. Ringdahl; Secretary-Treasurer, Miss F. B. Meadows; Convener of Programme Committee, Miss J. McL. Cook; Convener of Membership Committee, Miss H. Carrier.

Teachers of the Hanna district who wish to join the Local Association are asked to get in touch with Miss Carrier of Hanna.

The next meeting of the Hanna Local, A.T.A., will be held in the Seymour Hotel, Hanna, on Friday, January 22,

at 7:30 p.m. A turkey supper will be served. Mr. J. C. Jonason will be the principal speaker. It is also planned to have a group discussion of teachers' problems. For reservations, please get in touch with Miss Janet Cook of Hanna, before January 20.

BOW VALLEY

On December 15, seventeen teachers wended their way toward Service Berry Creek School to attend the monthly meeting of the Bow Valley A.T.A.

Plans were made to hold the next meeting at Blind Creek School near Carseland on Tuesday, January 19, at 7:30 p.m. After the business was completed, Mr. Norman Ellis gave an address on "Current Events in the Rural School." Later the teachers divided into two sections to discuss Enterprise and Social Studies.

At the conclusion of the meeting refreshments were served by Miss Wanda Knapp and Mr. Norman Ellis.

VILNA - BELLIS

The Vilna - Bellis A.T.A. Local held their regular meeting December 12, at the Bellis School. Mr. Hannochko, the District Representative, made his first visit to the Local and presented and explained many fine points of the new A.T.A. legislation.

After a two-hour session the meeting adjourned and resigned to the much welcomed lunch served by Mrs. Tashchuk and Mr. Danchuk.

The Local has established a moving picture machine, eight schools being in the circuit. Each school has had two showings a month, and the results are quite satisfactory.

The Local has also inaugurated a professional library which already contains a few books available to the teachers.

Miss Nickolaichuk and Mr. Shubert of Yuma School, invite all teachers of the Local to attend the next meeting at Yuma School on January 22.

HILDA

At the last meeting of the Hilda group of the A.T.A., on December 5, seven members attended. The total enrollment is twelve.

A constitution was drawn up, closely resembling that suggested by the A.T.A. Officers were elected as follows: President, G. Hahn; Vice-President, Mrs. Meyers; Secretary-Treasurer, Miss Irene Buckolz; and Press Correspondent, D. W. Halton.

The possibility of holding joint meetings with the Schicler group was discussed and laid over until a later meeting.

A motion was passed to the effect that this group put on a play, the proceeds to be used to finance a trip to the Edmonton Convention, or for such other purpose as deemed suitable by the group.

The next meeting will be held on January 9, and further regular meetings will be on the first Saturday in each month, at Hilda.

CHIPMAN

On Friday, December 11, the teachers of Chipman and district worked out an enterprise to its minute details.

With Ross Creek as the scene of activities and a motor trip as motivation, thirteen curious and industrious teachers launched wholeheartedly to do justice to the New Course of Studies.

Under the guidance of Inspector Hamilton, reports by Miss G. Stasyhn, A. Sheremeta, and discussion which followed, were most interesting and instructive.

A very enjoyable lunch served by Misses G. Law and J. Stashyn culminated the activities.

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BOYLE

The regular monthly meeting of the Boyle A.T.A. Local was held December 5, 1936. Owing to the very cold weather the meeting was lightly attended. For this reason no business of any consequence was conducted. However, some provisions were made for the next meeting to be held in the Warren School, January 9, 1937. This departure from the regular date of meeting (first Saturday in each month) is due to the Christmas season; some of the teachers would not be back from their holidays.

At the coming meeting Mr. James Wood of Plum Lake, is to give an instructional discourse upon the teaching of Social Studies in the Intermediate Grades. This will be a special feature of the meeting.

It is sincerely hoped by the executive that all the teachers will turn out to begin the New Year right.

RETLAW

Only a few teachers braved the drifting snow for the meeting at Retlaw on Thursday, December 11. It was decided during the discussion of business to hold the next meeting in Retlaw on January 14. Mr. Brown and Mr. Sakatch were elected to act as Councillors.

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FOREMOST

The Foremost A.T.A. Local held their monthly meeting on December 5, in the Foremost High School room. President E. Cook conducted the meeting.

Eight of the members braved the cold to attend the meeting. The various members gave interesting reports on topics discussed at the Conventions.

Mr. E. Cook told of his observation in the teaching of Junior Business in the Medicine Hat High School. Mr. V. Bohnet talked about his observation of the culmination of the Enterprise "Water and Life" as given by an Intermediate Group in Medicine Hat. Miss K. Madill and Mr. F. Maher gave interesting reports on topics discussed at the Lethbridge Convention. Miss G. Dettmerman told of how she took her pupils into her residence to listen to the Educational Programme over radio station CJOC, put on by the "Teacher's Exchange" at Lethbridge, every afternoon at 2:45.

It was decided that at the next meeting, which will be held on January 9, a discussion on Enterprise work for the coming term would be held.

At the end of the meeting a delicious lunch was served by the social committee.

LETHBRIDGE — SUBDIVISION 2

The teachers of subdivision No. 2 of the Lethbridge larger unit, met at Coalhurst on Friday, November 20, at 3 p.m., and decided to organize an A.T.A. Local.

Our next meeting is on January 22, at Nobleford.

Officers have been elected, fees set, and place of meetings decided upon. Programme for the next meeting was left in the hands of the executive.

NANTON

A group of Nanton teachers assembled at the Nanton Consolidated School on Friday, December 4, for the purpose of forming the Nanton District Local A.T.A. Parkland teachers were unable to attend, but notified the group that they wish to join.

The officers are as follows: Honorary President, Mr. D. M. Sullivan; President, Mr. E. DeBow; Secretary-Treasurer, Miss D. L. Jorgens.

The officers of the Local will prepare the next programme and a drive for members is to be carried out. The membership at present numbers twelve.

HAY LAKE

The second meeting of the Hay Lake A.T.A. Local was held in Hay Lake November 21. The temporary officers were made permanent. President, Mr. J. E. Lyle; Vice-President, Mr. S. I. Dineen; Secretary-Treasurer, Miss D. Malmas; Press Correspondent, Mr. R. Sanders.

The arranging of a Constitution for the group formed the main part of the business. After the business section a review of the book "A First Grade at Work" was given by Mr. Sanders. A discussion of points brought up by this book followed.

It was decided that the teachers of the Hay Lake and New Sarepta districts be alternately responsible for the succeeding programmes. Meetings will be held at Hay Lake on the third Saturday of each month.

At the close of the meeting a very enjoyable lunch was served by Mrs. Kiel.

THORSBY

The second meeting of the fall term was held by the Thorsby Local on December 12. Considering the mildness of the weather, the attendance was disappointing. The executive urges better attendance if the Local is to continue functioning.

The guest speakers were Mr. Harman and Miss Ricker, both of Edmonton. Mr. Harman spoke briefly of A.T.A. affairs. He stressed the importance of Locals, pointing out the necessity of being ready to express the opinion of the whole group when matters of importance arose.

Miss Ricker gave a very enlightening and, what is more important, a very encouraging talk on Enterprise Teaching. All local teachers who heard her express their appreciation of her help.

A delightful lunch was then served, so that the Edmonton visitors could get away.

At a short business session following, the Constitution was discussed and adopted. An executive meeting was arranged for early in January.

EVANSBURG - WILDWOOD

The regular meeting of the Evansburg - Wildwood Local was held at the home of Miss H. Maynard, Styal, on December 5.

An interesting paper was presented by Mr. S. F. Page, on "Securing Oral Response."

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Edmonton

Miss V. Sieffert led a discussion on the establishment of a circulating library in the Local. It was decided to pool library resources of teachers in the district as far as possible, with Miss Agnes Leffler as Librarian. Lists of available books are being prepared and mailed to each member of the Local. Books must be applied for through the Librarian, and one week's notice must be given to the teacher from whom books are required. These are to be brought to the regular meeting and distributed.

After the meeting delicious refreshments were served by Miss Maynard and Miss MacCurlie.

WESTLOCK SUB-LOCAL

The Westlock Sub-Local of the Westlock Local Branch of the Alberta Teachers' Association, held its last meeting of the year in the Westlock School on November 20, nine members being present. Discussions on the publication of pupils' standings, on current events, and on corporal punishment were led by Miss Hughes, Mr. Buchanan, and Mr. Gartley respectively.

For the next meeting it was decided to discuss intelligence tests and testing, and to consider the recommendation to the executive of the Local of a delegate to the General Meeting of the Association.

SPIRIT RIVER - RYCROFT

The reorganization meeting of the Spirit River - Rycroft Local for the year 1936-37 was held on the evening of November 7, in the Spirit River High School. The following executive was elected: President, Mr. Badner; Vice-President, Miss Henderson; Secretary-Treasurer, Mr. Alan Macdougall; Press Correspondents, Miss Frances Trueman and Miss Ethel Akins. A membership fee of 25c was decided on. After the business programme, a brief discussion was held on "Reference Material for Enterprise Work."

The second meeting of the Spirit River - Rycroft Local was held on December 5, at 3:30, in the teacherage at Rycroft. Suggestions were made for the year's programme. Miss A. W. Trueman and Miss F. Trueman agreed to speak on their Enterprise experiences at the next meeting. Future meetings will be held on the third Saturday of each month, alternately at Spirit River and Rycroft.

A variety of music, and a delicious lunch served by the Trueman sisters, concluded a most enjoyable afternoon. We hope to see everyone at the January meeting. You'll enjoy it!

WILLINGDON

The regular monthly meeting was held in the Willingdon School on December 11.

Mr. N. Sockla made a report on the convention at Two Hills, which selected Mr. F. Hanochocko as candidate for the position of Northern Alberta Representative on the A.T.A. General Executive.

President Hanochocko then touched upon many interesting facts and experiences connected with his work as a member of the Provincial Executive.

After concluding the routine business, the meeting adjourned to the home of Mr. and Mrs. Hanochocko, where an enjoyable evening was spent in playing bridge, community singing, and enjoying a dainty lunch.

VETERAN - COMPEER

On November 14, a meeting of the Veteran - Compeer District Association was held in Monitor, at the home of Mr. and Mrs. A. P. Grant, with eighteen members present. Mr. and Mrs. Rees of Provost, were welcome guests at this meeting, and Mr. Rees very ably acted as organizer of our Locals and Sub-Locals. A suitable constitution was drawn

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Contents: John Brown's Body (4 scenes); The World Does Move! (3 scenes); White Leader (1 act); The Reckoning (1 act). Any of these plays may be performed without payment of acting fees on condition acknowledgment is made on the programme—50 cents.

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up and adopted. When the meeting adjourned, a delightful luncheon was served by Mrs. Grant. Mr. Rees, the guest speaker, gave some interesting impressions on Russia.

Sub-Locals are being formed at Altario, Monitor, Consort, and Veteran, and it is believed that interest in the Association is getting keener all the time.

REDWATER - OPAL

The Redwater - Opal Local of the A.T.A. held its second meeting at the home of Mrs. Pearce, Maybridge, on December 12.

Final arrangements were made for the purchase of a moving picture machine, and we hope to have the machine in operation by the first week in January.

GALAHAD - ALLIANCE

On Saturday, November 28, at 3 p.m., nineteen teachers of the Galahad - Alliance District met in the Alliance School for the purpose of organizing a Sub-Local of the A.T.A. The following officers were elected: President, Mr. C. Hamilton; Vice-President, Mr. W. E. Reynolds; Secretary-Treasurer, Miss Myrtle Johnson. Representatives to the District Local are Mr. Hamilton and Miss Johnson.

After lengthy discussion concerning the nature of the next and succeeding programmes, the meeting adjourned. Refreshments were served at the home of Miss Beulah Paulson.

ANDREW - DERWENT

The Andrew - Derwent Teachers' Association held its mid-winter meeting in Two Hills on December 5, 1936, with thirty-five district teachers and two Edmonton guests, Mr. J. Barnett, and Mr. Shortliffe, present.

The meeting was begun with the singing of "O Canada," after which, before his fuller address, the President, Mr. Wm. Teresio, called upon Mr. Wm. Kostash to give an "In Memoriam" of the late Miss Anne Kieryluk, who a short while ago was one of us, and who so tragically left us never to return. Miss J. Goshko followed with a vocal solo entitled "Absent," accompanied on the piano by Mrs. Thompson.

Mr. Wm. Teresio then finished his address and the minutes of the last meeting, and the financial report was read by the Secretary-Treasurer.

Miss Christine Gereluk gave a very interesting and useful talk on "Enterprise."

Mr. Shortliffe, the well known mathematician under the dome of Victoria High School, in his address stressed the difference between intelligence and intellect. One saw plainly the superiority of intellect in the various types of students the speaker had an opportunity to meet and question in his long service. Mr. Shortliffe stated that education was not only the learning of facts laid before us, but a cultural training which enables us to feel the gratitude toward the great plodders of science before us who are responsible for our present comforts.

Mr. F. Hannochko, the northern representative, gave a résumé of his work and the work of the Central Executive. Mr. Hannochko stands nominated as the candidate for northern representative.

Mr. J. Barnett, the General Secretary, continued the résumé of the work of the Executive. He suggested that the meetings change the routine programme of a meeting in the afternoon, a banquet and a dance in the evening, to something different, of equal interest but perhaps of more benefit. His suggestion to the meeting was to engage some educationist on a salary, whose mission would be to visit the different Locals or districts from time to time, and

give informational talks on subjects well studied—one who would be a reliable source of information in the district.

The teachers then assembled in the dining room of Two Hills Hotel, where a wholesome dinner was served. After dinner, Mr. Miskiwi, master of ceremonies, called upon Mr. Barnett and Mr. Shortliffe to speak. Mr. Barnett gave the history of the teachers' organization from 1911. Unfortunately he went only half way, due to lack of time. We hope to hear the end of his talk next time. Mr. Shortliffe, with his jovial disposition, roused the teachers to spasms of hearty laughter, after which he resumed a serious tone and conveyed to us a valuable message. In his address he appealed to the scientists who have conquered so many secrets of nature, to conquer the human mechanisms which control our temperament, so as to improve our inner selves; for example, to be able to change a mean and selfish person to a kind and a generous one; to change our bad nature to good, etc.

The day was completed by a very enjoyable dance in the new dance and bowling hall of Two Hills.

In spite of the cold weather a large crowd of teachers congregated. The following Locals were represented: Derwent, Myrnam - Beauvallon, Two Hills, Willingdon, and Andrew.

BRUCE

The regular meeting of the Bruce Local was held on December 5 in the W.I. club room. The roll call was answered by questions for the question box. These questions were allotted to different teachers to answer next month. Mr. Paton, Bruce, answered questions from last month's question box. Mr. L. C. Hergott, Bruce, gave an interesting report on the North Alberta High School Convention.

Plans were made for a concert in which the surrounding schools will participate, to be held in Bruce in January. After the business session, a dainty lunch was served.

ST. MICHAEL

The St. Michael Local held its regular monthly meeting at Dila School. Discussions took place, and finally a committee was chosen to draw up a charter for the Local. The same executive was chosen for the coming year.

Cards were played, and then Mr. Semenik served a very sumptuous lunch. A turkey supper has been promised by the Misses E. Melnyk and Kryskow on January 17, 1937, at New Vienna School. Everybody invited.

RED DEER

Changes in certain phases of education in Alberta occupied the attention of the members of the Red Deer Local of the Alberta Teachers' Association when they met on Monday evening at the Red Deer Public School. The ques-



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tion of the qualification of teachers by attendance at Summer School and the matter of fees paid to the Provincial Organization were discussed at length, and a resolutions committee composed of Mr. A. Allan, Miss Nancy Stephenson, and Mr. G. H. Dawe was appointed to receive resolutions along these lines. Problems in enterprise education were considered also, the discussion in this case being ably led by Miss Myrtle McLean.

In the second part of the programme Mrs. A. A. Davis gave most impressively a dramatic monologue of her own composition, entitled "She Never Had a Chance," and following this, one in lighter vein, "A Funny Little Animal"; while Mr. A. Allan and Mr. J. Welsh added spice to the evening's entertainment by reading from their collections of what teachers know as "howlers".

At the conclusion of the programme tea was served by the ladies of the Red Deer teaching staff.

The next meeting will be held in the Public School on Monday, January 25, at 8:00 p.m. Teachers of the near rural schools are cordially invited to attend so that the resolutions to be made at this meeting and forwarded to the Provincial Convention may be expressive of the opinion of all teachers in the Red Deer district.

TABER

On Thursday, November 26, the teachers of Enchant, Sundial, Retlaw, Vauxhall and adjacent districts, met at Retlaw for the purpose of forming an A.T.A. Local. The following officers were elected: President, Mr. Smith, Valhalla; Vice-President, Mr. Nichols, Enchant; Secretary-Treasurer, Miss Bailey, Retlaw.

Mr. Hooper, President of the Taber Local, was a capable chairman of the meeting. Enjoyable musical numbers and humorous sketches were presented by members of the Taber Local, who were well represented at the meeting. A fine trio of girls from Stirling, topped off the evening's entertainment.

Mr. Solon Low, M.L.A., of Stirling, whose splendid address was heard with considerable interest, was the principal speaker of the evening.

The meeting concluded with a short period of dancing which was followed by an enjoyable lunch.

ANDREW

The regular monthly meeting of the Andrew A.T.A. Local was held in the Andrew School on November 20. A very animated discussion took place on Enterprise Education.

After the meeting the teachers were invited by Mr. and Mrs. P. Savitsky to their home where a hearty repast was served.

STROME - KILLAM

The second meeting of the Strome - Killam A.T.A. Local was held in the Killam School on the evening of November 7. The main features of the meeting were: (1) An outline and illustration of an Enterprise, "Preparing for Winter," by Miss Williamson; (2) The presentation of a Programme outline for the year by Mr. French; (3) A tour of inspection of the Killam School rooms and displays of work in each; (4) A very enjoyable social hour spent mastering the exciting game of "Cootie."

The third meeting was held in the Strome School on November 28. A collection of work completed by Division II pupils during the enterprise on "Indian Life" was on display. The discussion centered on English and Social Studies. Teachers from the Strome Town and Rural Schools ably conducted the discussion, and gave all of us new and practical ideas to take back to our schools. "Bingo" and lunch concluded a very enjoyable and profitable evening.

THE SALARY PROBLEM

In a letter under date of January 16, 1935, the Massachusetts Teachers' Federation reports that 63 cities in that State have discontinued the cuts or contributions formerly in effect. Among these are the following, with the cuts which have been discontinued:—

Arlington 10%	Hudson 10%	Northampton 8%
Ashland 10%	Lynns 10%	Peabody 10%
Boston 5 to 15%	Manchester 5%	Quincy 10%
Bridgewater 5 to 15%	Needham 15%	Salem 10%
Brookline 10%	Newbury Port 10%	Taunton 10%
Cambridge 15%	Newton 7½%	Worcester 10%
Gloucester 10%		Yarmouth 10%

Forty-six cities have discontinued part of the previous cut; 32 cities have restored salary increments formerly withheld and 18 have restored sick-leave allowances formerly discontinued.

MOVE TO RESTORE CUTS

In an effort to put School Board employees on a par with Civic employees in the matter of pay-cut restoration, a Special Committee of the Winnipeg School Board's Finance Committee was recently appointed to deal with the matter. It was pointed out that the City employees had enjoyed the restoration of 3⅓% this year, and the Board's Committee believes that the teachers deserve the same treatment.

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DEPARTMENT of EXTENSION
UNIVERSITY OF ALBERTA

EDMONTON

CANADIAN EDUCATION WEEK

Sunday, February 21 to Saturday, February 27.

At the Saskatoon Conference Executive meeting of the Canadian Teachers' Federation, the following slogan was suggested for Education Week: "Equal Opportunities for All Canadian Children." As there have been no supporting statements from the Executive since that time, I am taking the liberty of presenting the following schedule of topics for the "Week." I hope that it will be a swing away from our traditional Education Week schemes in order that we may interest those not directly concerned with school affairs. In any province the development of the topics may bear indirectly upon the above slogan, but I am anxious to stress the place of education in national life. If there are not educational opportunities for all children, national life must suffer.

Theme: "Education—The Essential Factor of National Progress."

Sunday, Feb. 21—"Canadian Ideals."

Monday, Feb. 22—"Educational and International Good Will."

Tuesday, Feb. 23—"Canada's Peoples."

Wednesday, Feb. 24—"Canada's Industry and Commerce."

Thursday, Feb. 25—"Canada's Contribution to the Arts and Science."

Friday, Feb. 26—"Education, Old and New."

Saturday, Feb. 27—"Open"—to be filled out by any Province desiring a special additional topic.

Miss Jessie Norris, Past President of the Canadian Teachers' Federation, and last year's Chairman of Education Week, presented an excellent report at the Saskatoon Conference. It was most comprehensive and gave a brief review of the various programmes in all Provinces. Secure copies of this report by writing to Mr. C. N. Crutchfield, Secretary-Treasurer, C.T.F., Shawinigan Falls, Quebec. I could not presume to offer suggestions to your various Committees when there is such an excellent document at your service.

Use your Provincial Association Magazines to carry Education Week material for the next three months. The January issue should contain the final plans after the intervening "build-up" items. Your publicity Convener should also make contacts with the public press. It will require weeks of assistance on your part if you expect the newspapers to rally to the cause during the final days of preparation in the second and third weeks of February.

Topics.—The following topics might find a place in your provincial programmes. They arose in the discussion at the C.T.F. Conference at Saskatoon:

1. Equal opportunities for all Canadian Children.
 - (a) Health; (b) Citizenship; (c) Visual Education; (d) Radio; (e) Extra-curricular activities; (f) Culture—music, art, drama; (g) Guidance; (h) Training in Science; (i) Practical Arts.
2. Freedom of Thought, Speech, etc., in our schools.
3. Diversified Curricula.
4. Larger Units of Administration.
5. The Teacher.
6. The Story of the Schools (in your area and in Canada).
7. Character Training.
8. Growth of the Child.
9. Growth of Education in Canada.
10. International Peace.

The foregoing are extracts from a circular (General Circular No. 1) sent out by Mr. James R. Mitchell, Chairman of the C.T.F. Education Week. Teachers who wish a copy of the entire circular, which has many suggestive things in it, should write to him at 2159 Argyle Ave., West Vancouver, B.C. Mr. Mitchell's circular and the report of Miss Jessie Norris would give Committees many valuable suggestions.

ON THE AIR

"New Lamps for Old"

That historical drama need not be dull and uninteresting, but can be as exciting as those old-fashioned "Unhand me, Jack Bradford, you dog" melodramas has been proven by both the stage and the screen. The recent vogue for biographical plays has brought out of the mists of the past and into the twentieth century limelight such figures as Queen Victoria, Pasteur, Henry VIII, Rembrandt, Elizabeth of England, Cecil Rhodes, Mary of Scotland, and many others. It is natural then that the third and youngest medium of dramatic entertainment—the radio—should also look to history for vivid dramatic material. In a new series of plays, "New Lamps for Old," the CKUA Players bring to life for a short half-hour some of those tempestuous men and women who saw far ahead of their own time and who fought, often to the death, for the things in which they believed.

"New Lamps for Old" is dedicated to the men and women who have blazed the trails to civilization, and the plays in the series are built about the figures of some of these pioneers. In the fall plays centering around Socrates, Galileo, Erasmus, Henry the Navigator, Gutenberg and Oliver Cromwell were presented. On December 29th the CKUA Players present "Visions in Stone," a drama about the great English architect, Christopher Wren. Mary Wollstonecraft, James Watt and Ludwig Van Beethoven are the central figures in the first three dramas of the New Year. These will be followed by plays about Florence Nightingale, the Corn Laws, Elizabeth Fry, the Rochdale Pioneers, Abraham Lincoln and others. The series closes with dramas based on the lives of some great Canadians.

The plays are in chronological order and are specially written for the microphone by Gwendolyn Pharis and Elsie Park Gowan. The players have developed a high standard of acting for radio and have exceptional talents in this medium. Ingenuity in obtaining sound effects necessary to give reality to the setting or to further the action has become a feature of these radio plays. Since the last series began it has been necessary to obtain such varied effects as the hollow voice of a ghost, the barking of a dog throughout a play, the charge of cavalry followed by a 17th century battle, the cries and threats of an Athenian court, the clank of instruments of torture, in addition to storms of every kind, mob scenes of violence and exultation, and many other effects.

The CKUA Players are always glad to have comments and criticisms from their listeners. The Radio Listeners who make a habit of following the plays throughout the series form an audience which can make comments of insight and value. Get the habit of listening in to the series now—"New Lamps for Old" every Tuesday night at 8 o'clock over CKUA, the University of Alberta Station in Edmonton (580 ke) and CFCN, the Voice of the Prairie Station in Calgary (1030 ke).

Social Studies in Grade Nine

By STANLEY RANDS, M.A.,
University School of Education

WHAT the preamble to the Grade IX Social Studies Course seems to say to us is this: Alberta wants pupils and, ultimately, adult citizens who—"are able to see both sides of a question," and—"are able to think independently on a basis of facts."

It is not easy to realize the significance of these requirements so simply stated. Their implications are far-reaching. Teachers are in the position of the freshly-dubbed knight of bygone days into whose astonished face the glove of challenge was thrown. The technique of acceptance, perhaps even the question of acceptance of the challenge, is involved.

There are strong schools of thought in the world today which would reject instantly the suggestion that a teacher of social studies, any teacher for that matter, should foster in his pupils the open mind and the critical attitude. On the contrary the growing body of opinion seems to hold that these very qualities in our citizens are those least desirable. It is asserted that the situation of today demands action, and that the person who develops the faculty of seeing both sides of every question, and of regarding every policy critically, becomes unfit for action. They would say that nations today need, above all things, unity, and harmony of purpose, and that unity and harmony of purpose cannot come as long as every individual is encouraged to adopt an independent position on every issue. The motives behind this view are diverse and often, indeed, quite opposed to each other. The motive may be the urge for social change. It is maintained that essential changes in social structure can come only when the demand for them is stimulated among the people, and that those facts and theories should be selected and emphasized which will lead to a concerted policy of social change. At the other extreme the attack is made upon those who aim to develop the open and critical mind on the ground that critical-mindedness endangers the institutions which give us our social security. We are told that we must protect ourselves from the dissolution of questioning and doubt by educating the young in such a way that they will be governed by faith and loyalty rather than by dangerous ideas.

The nations which have become Fascist since the war have deliberately subordinated their educational systems to their political aims, and in doing so have definitely discouraged the critical or questioning mind. The school children of Germany and Italy are taught the political viewpoint of the Nazi and Fascist parties as a gospel that is as transcendently true as a revealed religion, and any suggestion that the young person should think for himself as to the merits of that particular political system is entirely absent. The same is largely true of the school system of Soviet Russia. Initiative and independent thought are encouraged only within the very definite limits of the Communist philosophy. The governing party has undertaken a tremendous task of social reconstruction, and the educational system, along with all other aspects of life, is directed toward the accomplishment of that task. Any critical-mindedness which should go so far as to question the purpose and philosophy of Communism would weaken the solidarity of the great effort and therefore cannot be tolerated.

These restrictions placed upon the educational systems of Germany, Italy, and Russia by political creeds and programmes are violently denounced in England and America. Yet it may seriously be asked whether our own English-speaking countries differ from those we have been describing in anything more than the degree in which education is subordinated to a prevailing political and social philosophy. Even in such a new country as our own there has grown up a traditional view of society and government and morality, and ideas which lie outside of the range included within this orthodox creed are considered so dangerous that any teacher presenting them to his pupils is in immediate danger of losing his position. The form in which this defence is made against the threat of dangerous or new ideas is the policy of prohibiting to teachers all right to express political or religious views in the classroom. In the city of Edmonton, for example, the following rule is issued by the School Board: "Teachers shall strictly refrain from ex-

pressing in the classroom personal views on questions of a religious or political nature." Now it is, of course, ridiculous to suppose that it is possible to teach history or literature without implying a political and moral philosophy of some kind. If no questions of a fundamental nature are raised in regard to politics or religion or morality, the inevitable implication caught by the pupils is that the traditional or orthodox political, religious, and moral attitudes are the correct ones and are to be accepted unquestioningly and at face value. The conspiracy of silence in our educational system on the subjects most vital to the thinking of our growing citizens has stultified the thinking of our young people at the very age when it was most important that their thinking should have been stimulated, and has had the effect of imposing upon them a bondage, largely unconscious, to the ideas and mores of the past, however false and ineffectual these may have been.

It is on this issue that the new Grade IX social studies is most revolutionary. For in this deep cleavage of views between those who regard education as a means of instilling certain definite beliefs and those who think that it should produce independent judgment, the new course comes down emphatically on the side of the latter. It not only states among its objectives that pupils should "develop the ability to see both sides of a question, and to think independently on a basis of facts," but it outlines methods which, if carried through with any measure of faithfulness on the part of the teacher, are bound to develop the questioning mind and the habit of forming judgments independently on the basis of facts. The course as outlined presents both sides of controversial questions and makes it quite clear that there is no one set of political and social views that is necessarily correct. The pupil will be given to realize that thought as well as action is essential in regard to the issues of community and national life, and that the responsibility rests upon him to face squarely the facts about each problem and then to form his own judgment as to what action should be taken.

There will almost certainly be many objections raised to this feature of the new course when its revolutionary nature comes to be realized. Those who fear the results of introducing young people to ways of thinking which question established institutions and challenge ideas which have long been taken for granted, will feel that the educational authorities are betraying their trust in authorizing a course of study whose very aim is stated to be the raising of questions. Such people will be further perturbed to learn that the new course deliberately introduces high school boys and girls to the doctrines of Socialism and Communism, and acquaints them with the measure of success that has already attended their working out in Russia. And it is easy to find reasons for believing that it is dangerous to entrust young people at such an early age with the responsibility of forming their own judgments on issues which are baffling the best adult brains. There is also the danger of making our young people sceptics in their attitude to the whole of life, and of destroying any basis for certainty or belief.

But the principle adopted by the framers of the new course is the only basis upon which true education can proceed. Everyone who is not enslaved by prejudice and tradition must agree with Bertrand Russell that the most important aim of education is to develop intelligence and not to instill "correct" beliefs. The development of intelligence comes with the presentation of problems and questions, with the challenge of issues unsolved. That form of education (unworthy of the name) in which the child is expected merely to absorb set bodies of teaching purporting to convey to him the truth about life, can only dull and deaden the mental faculties. The predominance of such methods in the schools of the past must be held responsible for much of the stupidity shown by "the crowd" in democratic countries, the stupidity which has given the enemies of democracy their most spectacular arguments. The product of the ordinary school of the past and the present is a man who has never learned to think. One of the strongest reasons for introducing the type of teaching which the social studies course represents is that it will make the

masses less susceptible to demagoguery and propaganda. It will make a distinct contribution toward a measure of objectivity on the part of the ordinary citizen towards social problems. It is well known that even scientists who have been trained for almost a lifetime in the objectivity of method required in the laboratory, react to social issues on a basis of emotion and prejudice. The training in ob-

jectivity, which is essential if a scientist is to produce results of any validity whatever, has not been extended to the sphere of social relationships, and until it has been applied in our approach to social problem in the way that this course attempts to do, we cannot expect to get sane and unbiased judgments on the matters that are increasingly involving the lives of millions of people.

Our Teachers' Helps Department

Correction.—The paragraph headed "A Few Words of Explanation" in the Helps Department of the December issue, should have been placed immediately after the diagram.

This section will be found to contain two related articles: "Reading and Number in the Primary Grades" and description of a Grade III Enterprise by Miss Tyner. In addition there are several suggestions for the making of cheap plastic construction materials.

READING AND NUMBER IN THE ENTERPRISE

"Unfortunately educators tend to pin little children down to the printed page as early in life as possible. When we realize that the printed page is second-hand experience, and that we are offering this at a period in children's lives when they are tingling with eagerness for opportunities to investigate at first hand the interesting environment in which they live, we can but wonder at our own failure in seeing what little children are trying to discover for themselves." (1) With a world "so full of a number of things" which even the littlest child is anxiously and earnestly striving to understand there is slight justification for immersing him in an artificial world of books. Into the mysteries and unexplored depths and treasures of the latter he will eagerly plunge as he discovers that there is the storehouse containing those golden keys of knowledge which will unlock doors now intriguingly closed.

All too frequently teachers' minds are so obsessed with books that they fail to sense the readiness of little children to explore their environment. Every child in infancy is an embryonic scientist,—he investigates, he experiments, he explores and he tests everything in his immediate neighborhood naturally and instinctively. On the other hand the book-habit, coming later in development, is necessarily an acquired one. As teachers we have been minimizing the value of one and over-estimating the value of the other in early childhood.

"Properly used, books—the library—may become treasure houses or store houses of much-desired information, advice and delight,—in other words a short cut or an open sesame to wisdom." (1) It is one of the unique contributions of Enterprise Education that in Division I it subordinates the development of the reading skills to the development of the child's expanding social-awareness, it being realized that as the latter unfolds there will be a demand for access to the treasures stored up in books and only accessible through reading. "Little children's interests are normally in the 'Here and Now'. They are chiefly concerned with movement and color, sights and sounds, machines and tools, and the mechanics or why's of what is going on around them. They expend their energies generously and constantly (if they may) in gaining an understanding of what it is all about. They must be oriented in their own world before a past one can have any meaning or significance. As they gain in understanding and experience they are continually reaching out to gain knowledge about the long long ago. They are interested in the past through its connection with what is present in their own lives." (1) This is essentially

the answer to critics of the activity movement who claim that the environment is over-emphasized. "Familiarity with the results of the past experience of others and the use to which they may be put should scarcely be foreign to an intelligent child's interest." (2) Of course such familiarity with the results of the past experience of others should not be foreign to an intelligent child's interest, and it is not permitted to remain "foreign" in Enterprise Education, when properly interpreted. The Social Experiences of Division I provide that experimental background with which vicarious and indirect experience may be compared and evaluated. "Interest and knowledge in the subject-matter of geography, history, and civics, naturally and inevitably develop under certain conditions of social living together. The living and growing together must take place in a stimulating atmosphere which tends to satisfy the children's craving for experiences suitable to their ages and capacities, and leads them in happy expectancy to new fields of interest. There must be first hand experiences and contacts with the actual work of the world. Such activities must necessarily have their influence in leading to thinking that is creative, not passive, in developing attitudes of understanding, not indifference, in achieving what is socially useful rather than personally profitable." (1)

"Learning to read" must cease to dominate the primary division; it must no longer be considered the summum bonum of the child's initial year in school. To achieve such a revolutionary about face on traditional procedures demands much re-orientating on the part of teachers, much examination of the equations which represented ultimate objectives in education.

If our teachers need re-education it is at once apparent that the parents (the public) must be subjected to a similar programme. Left in ignorance of the underlying purpose involved in subordinating the reading skills and other new and strange features, parents, disturbed and aroused, will create between school and home an atmosphere of antagonism and distrust where co-operation and confidence should be the dominating notes. Some of the A.T.A. District and Local Associations have realized this need and are proceeding to create a more receptive atmosphere for the newer ventures in education. As the parents control the tightly knotted purse strings which must be loosened for libraries and other equipment essential in an all-embracing programme of reform, every opportunity must be seized and created to develop an informed and responsive public opinion.

But to return from the digression into the realms of high polity to the child in Division I, there is another subject which the new organization transfers from front to back-stage, and that is Number Work. For generations harassed primary teachers and unhappy Grade Ones have wrestled with combinations and separations, devoting months of slavish toil to a skill that at a more mature age the child would master easily and pleasantly in a few short weeks. There was some justification for launching the beginner on a reading programme. He at least had a speaking vocabulary acquired by six years' home and play-time experience; he had no such number vocabulary and experience. Now it becomes the function of the first half of Division I to build such a background of number experience

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and relationships. One of the great merits of Miss Tyner's contribution is that it demonstrates that a successful Enterprise need not involve extensive reading and may provide a wide variety of number-experiences in a perfectly natural setting. While developed for a Grade III class the type of Enterprise described by Miss Tyner would have been equally valuable for a Division I group in an ungraded school. It has a social setting, it involves familiar adult occupation, it embraces the activities of men who because they are constructing noisily and vigorously have a peculiar appeal for the primary child (and the adult, too, as witness the crowd collected at any major construction project.)

When Enterprise Education was first launched there was the fear that for a few years its progress would be stormy owing to the paucity of suitable content reading material for Division I. On more mature reflection and experience it appears that what at first threatened to be a serious hindrance is proving a very real blessing. There is a very real danger that too many books in Division I may defeat the purpose of the Social Experiences by encouraging such experiences to become progressively more vicarious as the library increases in size and variety. Books must be obtained, must be read, as supplementary sources of information, but they must not be permitted to defeat the true purpose of the child's first three years in school—active, alert participation in first-hand social experiences.

John Dewey sums up the whole problem as follows: "The fundamental thing is to find the types of experience that are worth having, not merely for the moment, but because of what they lead to . . . the questions they raise, the problems they create, the demands for new information they suggest, the activities they invoke, the larger and expanding fields into which they continuously open." (3) As the teachers in Division I become more familiar with the functional possibilities of the Enterprise they will see how impossible it is to avoid including the skills and the more cultural elements, Music, Art, Literature, as integral essential elements of a broadening programme of Social Experiences.

In the Enterprise a mastery of reading and number loses its former prominence as the essential objective in any educational programme covering the first three grades. Such mastery will be acquired but naturally and pleasurably through an intelligently selected series of environmental studies. Let us cease confusing educational objectives with the more important avenues of approach.

Bibliography

1. Reed & Wright: The Beginnings of the Social Sciences.
2. Hessong: The Activity Movement.
3. Dewey: "How Much Freedom" (New Republic).

Papier-Mache

Soak old newspapers in a large dish for several days. When thoroughly pulpy, squeeze out the water and tear up the paper. From any shop that sells paint, buy three to five pounds of whitening. Mix this thoroughly with the moist paper with the fingers until the mash becomes fairly dry.

Buy a pound or two of glue, sheet, pearl or ground. Soak this over-night and then boil it thoroughly. Pour this hot glue into the mash and mix with a stick until cool enough to squeeze through the fingers. The mixture is of the right consistency when the hand feels slightly sticky. If the hand feels too sticky, glue is being wasted.

The model when finished will need several days for drying, and a week or ten days to be ready for painting. Cover the model with damp cloths to keep it plastic and pliable for the next day's work.

A Substitute for Clay

- 1 cup salt
- ½ cup cornstarch
- 1 cup flour
- 4 cups water

Boil the water and then add the salt. Mix the flour and corn starch with a little cold water and then add them to the boiling water and salt. Boil this until clear, then set it away to cool. When cool, knead thoroughly before setting it away to dry in the air. When ready to use, soften it slightly with water. The compound can be used repeatedly.

Cheaper than Tempera

To two heaping teaspoons of calcimine of any desired tint add one tablespoon of powdered alum. Add to this two teaspoons of mucilage or liquid glue thinned with cold water. Over the mixture pour one pint of boiling water,

stirring constantly to prevent lumping. The resulting mixture should be of the consistency of thin cream. White or black calcimine may be added to obtain lighter or darker tones. This is a permanent color requiring no fixing; it fades as it dries.

* * * *

WE MAKE A HOUSE OF OUR OWN

The following is an outline of an enterprise conducted in Grade Three of the Normal Practice School, Edmonton, during the months of September and October, 1936.

The motivation of this enterprise was a perfectly natural one. A house in which the children were very much interested was being constructed near the school. This interest resulted in a trip to the house in which the whole class participated. After the trip, the interest was at a still higher pitch. Under this impetus the children decided to build a house of their own as nearly as possible as the various workmen would do it.

In planning and conducting the enterprise, the following points were considered to be of the greatest importance:

A. Human Services.

Here was included a study of the carpenters, bricklayers, plasterers, painters, workers in cement, electricians, plumbers, paper-hangers, architects, truck-drivers, lumbermen, makers of furniture, hangings, etc.

A study of these involved:

1. An appreciation of the contribution made by these different workers to the community as a whole.
2. Our dependence upon these workers and their own interdependence.
3. An appreciation of the skill of these different workers, of the dignity of service, and of work well done, and the importance of their services to us.
4. An appreciation of co-operation in the building of houses.

You may very well ask, "How do you get or achieve these appreciations?" Certainly not by formal lessons, where the children sat up and paid attention while the teacher told and the class discussed the various points. Rather an attempt was made to secure the appropriate emotional responses by actually duplicating on a small scale the work of the various artisans. To illustrate:

1. The basement committee made a concrete basement, following the recipe given to them by some workmen who were visited while they were actually at work. This committee had to experiment a very great deal. Among other things they discovered that even the frame for molding the concrete requires skilful construction and very careful measurement; that the concrete used for walks is not of sufficient strength to support a house; that mixing and pouring the concrete is not enough; and that weather conditions are important.

2. The frame committee constructed a frame according to plan. In doing this they learned how the carpenters who construct the frame must have some definite plan and follow it very closely. They learned this by starting without a plan. They learned, too, that if a house is to meet the requirements of health and comfort in this climate it must be built with a good basement. They were very much surprised that the skeleton of a house required so much skill and care. Even the simple frame constructed had them very nearly stumped at times.

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3. Plasterers were surprised that so many coats were necessary in order to get walls of beauty and safety. When the three coats had been put on the laths, they realized fully why plasterers wear overalls to protect them, and why even then they have a splashed appearance.

4. The shingle committee learned why shingles are put on in certain ways, and what happens when they are not put on in this way. They examined many roofs, cut their shingles to scale, and shingled the roof, complete with ridge pole.

5. The stucco committee learned to appreciate skills, beauty, and the contributions made by nature to the construction of stucco, as well as the inventiveness of the men who first learned how to use it. The fact that moose-hair was used to make the lime and sand stick together was a very interesting one. The information needed here was supplied by workmen who were working at the house of one of the committee members. The children contributed a few pennies and bought a few cents worth of the materials needed.

6. The brick committee learned the most from experience, but theirs was a disastrous experience. The whole class journeyed to an old brick-yard to gather some of the clay. This clay was sifted and puddled according to directions given in one of the reference books. That was a mess! but was much enjoyed. No very great labor or patience was required in these first tasks. The molding of the bricks was quite another matter, and the cementing of these sundried bricks into a chimney for the house still a greater matter. After burning some in the furnace, they discovered that their bricks were not sufficiently fired, and in consequence had too smooth a surface. This failure led to a more intensive study of the brick-making industry, and a more thorough appreciation of those artisans—the brick-layers.

7. The furnishings committee were responsible for the furniture, rugs and hangings for the house. In making the various articles of furniture they had to consider the importance of plans, of suitable designs, of accuracy in measurement. A child learns with great certainty the importance of this if, after laboring on a chair that he admires very much, he finds that it won't stand because the legs are of different lengths. Artistic considerations were paramount in the choosing, making and arranging of furniture and hangings.

It is apparent from this that the children would learn that not only would workmen need to cooperate to achieve a satisfactorily finished product, a house, but they themselves had to cooperate in a general way to achieve the whole, and separately the different members of each committee to make their work a success. I trust that the other points are equally obvious.

B. Machines Used in Building.

Under this heading, the machines that the children could see were studied—the cement-mixer, the derrick, the steam-shovel, and the smaller tools. These were watched in action. Pictures were collected, and simple models were constructed. The appreciations of most importance were:

1. The skill of man in constructing these machines.
2. Their value in building, particularly in large buildings, such as sky-scrapers. They got some idea of this from watching a cement mixer at work and then mixing their own concrete by hand.

C. Services of Nature.

In building the house and in collecting materials, the services of nature in supplying lumber, bricks, tile, cement, paper, sand and stone, aroused much interest.

To stimulate interest still further, and to extend the range of information, films were shown of the lumbering industry; a lumber yard was visited, many types of materials were collected, and information about these materials found in the reference books.

As a result of these experiences, the need for Fire Protection and Conservation seemed more than ever important.

D. Aesthetic Values.

This is rather a frightening title. An attempt was made to keep this as simple as possible, within the understanding of the children. Much use was made of pictures. Children collected pictures of houses they considered beautiful and well planned, and pasted these in their scrap-books. When selecting the pictures, the location was considered of great importance. Health as well as beauty was a factor. Discussion arose as to the types of houses required in different climates. Stories of early settlers brought up the question of the great differences between their houses and ours.

The reasons for these differences gave the children a realization of the technical advances made in building.

Outward beauty brought up the thought of inward beauty. Happiness was found to be the most important requisite for that beauty. Children discussed their part in achieving this. They decided to practice this behaviour in their school home. Living together happily meant working together happily, taking their full share of the tasks, treating each other with courtesy and consideration, helping those who need help, keeping materials in place, and as a group feeling satisfied with the finished product.

From the committee outline it will be evident that a great deal of time was taken for construction. The nature of the enterprise demanded that. These constructive activities are outlined below:

Committee Activities:

1. Making the basement, frame and concrete.
2. Making a roof and shingling it.
3. Constructing the frame and laying out the floor plan.
4. Lathing and plastering.
5. Stuccoing walls after first putting on the stucco wire.
6. Finishing a one roomed house, complete with windows and frames, furniture, rugs, hangings and fireplace.

General Activities:

1. Making a house booklet. Each child painted in vivid poster colors the design which he himself planned. Some study of the enterprise was depicted in these covers. The booklets held stories, poems, records and plans that were prepared during the enterprise.
2. Making a frieze of the lumber industry. This was done after the slides had been shown and pictures collected.
3. Making a scrap book of houses. Pictures of machinery, of the lumber industry, and of the development of houses were also included. Several children had each collected over a hundred different pictures.
4. Collecting material used in the building of houses. The most common materials were to be found in this collection, ranging from architects' plans to paint, kalsomine and wall paper. There were also rather unusual exhibits, such as the cork used occasionally as an outside covering for houses. Labels were made for these exhibits, and stories composed to be told at the culmination.

There were other language activities in addition to those listed below. Oral language consisted of:

1. Discussion:

- a. Questions arising from field trips.
- b. General plans in the constructive activities.
- c. Requests for help and materials from other committees.
- d. Telephoning for appointments to visit lumber yards. Practising was done on toy telephones. The office phone was used by the pupil selected by the others as the one most efficient.

2. Stories of:

- a. Materials brought for construction.
- b. Articles for the exhibit.
- c. Observations made of building activities.

Written language included the following:

1. Letters of request asking for books, films, permission to visit lumber yards.
2. Letters of thanks and appreciation for favors granted.
3. Letters of invitation. Grade I was invited to the culmination. Each child in Grade I received his own special invitation written on Nursery Rhyme paper.
4. Stories of trips and of materials found.

An attempt was made to master the form of letters and stories during this enterprise. Errors made in this language work were corrected during the formal language period. Spelling words consisted of those needed in the enterprise.

It was found that there was a dearth of reading material for such an enterprise in Grade III. The following books were used:

1. The Book of Houses. (Maud and Miska Petersham)—John C. Winston, Chicago.
2. How We Are Sheltered. (Chamberlain)—Macmillan Co.
3. The Houses We Live In. (F. G. Carpenter)—American Book Co.
4. Paul Bunyan. (James Steeves)—Garden City Publishing Co.

The above are reference materials. The following readers contain some suitable stories:

1. Busy Folks. (Laing & Edson)—Ben. J. Sanborn, Chicago.
2. Door to Bookland. (Bolenius)—Houghton Mifflin, San Francisco.
3. Safety First Stories. (Brinkerhoff & Rowe)—Longmans, Green.
4. Work-a-Day Doings on the Farm. (Serl)—Educational Book Co., Toronto.

Stories of Robinson Crusoe and Swiss Family Robinson were read. The Woodman's Axe from The Canadian Third Reader was dramatized.

The children liked the following poems particularly well:

1. "Song for a Little House" by Christopher Morley from "One Hundred Best Poems" (Marjorie Barrows)—Woolworth Co.
2. "What Do We Plant When We Plant a Tree?" from a Forestry Booklet issued by the Dominion Government.
3. "Sky-Scrapers" from "Taxis and Toadstools" by Rachael Field.

More general citizenship outcomes arose from field trips and activities. The most important of these seemed to be:

1. The proper attitude when meeting people who are in any way different. There was a tendency for some to stare at people who were disfigured. Reasons for not doing this were discussed. The same idea was applied to attitudes toward people who do not belong to the white race.
2. Politeness to all those who gave us their time by listening politely, and thanking them afterward.
3. Safety First in crossing streets.
4. Reasons for quietness and order when the whole class is walking.
5. Safety First where buildings are being constructed.

Health, too, was a natural subject-matter outcome. The health factors in location, sunlight and water supply were studied. Correct lighting, heating, sanitation, comfort and convenience were other health factors.

Music: These songs from The Music Hour published by Silver, Burdett, Chicago, were used:

- "The Carpenters," p. 113.
- "The Telephone," p. 107.
- "Friends for Tea," p. 101.

Art: Trees were studied in the lumber section, and then ways of drawing trees were worked out in the art lesson. This knowledge was used in making the frieze of the lumbering industry. When the booklets were ready experiments were made in the mixing of poster colors. All art and constructional activities involved much measuring and calculating, an ideal type of supplementary arithmetic.

This outline of subject-matter is given in detail to demonstrate that even in the most matter-of-fact enterprise a wide variety of the so-called subjects can be introduced and used in the activity.

An important consideration in this enterprise was the cheapness and accessibility of the materials used. The clay, sand and stones were very easily obtained. The small amount of lime, cement and plaster of paris used cost very little. The wood used consisted of old shingles, apple boxes and cigar boxes. Books were not as necessary as in some enterprises. Though a few reference books were used, the children gained most of their information from talks with workmen, from experiment, and from observation.

This was essentially a social enterprise. The social implications were sustained in the culmination to which Grade I was invited. An original play was presented in which the activities and knowledge were reviewed in a natural setting. The play-house was given to these visitors to use as they saw fit. Treatment of guests was actually practised.

Though the enterprise is concluded the interest and observations are continuing.

Local Meetings

BARONS—Barons, January 23, at 2:30 p.m. (1) Discussion of Constitution; (2) Question Box; (3) Conventions and New A.T.A. Library; Speaker, Mr. C. J. Miller; (4) Grade IX Art and Dramatics; Speaker, Miss Elva Gier, Center Ridge S.D.; (5) Choral Music; Speakers, Miss P. Menzies and Miss M. Sherring.

BOW VALLEY—Blind Creek School, near Carseland, Tuesday, January 19, at 7:30 p.m. Subjects to be discussed are Social Studies and Enterprises.

BRUDERHEIM - LAMONT—Bruderheim, Jan. 15, at Walker School.

CHERRY GROVE—Jan. 16, 1937, at Cold Lake.

CHIPMAN—Second Friday of each month.

COALHURST—Friday afternoon, Jan. 22, 1937, at Noble-CLIVE—Clive School, January 16, at 2:30 p.m. Address on Junior Business by Mr. Hunt, Tees.

CREMONA—Dog Pound School, first Friday each month, 4 p.m.

ECKVILLE—Condor, January 23, at home of Mr. and Mrs. Gaetz.

EDSON—Edson School, January 9, 2 p.m. (Every second Saturday.)

HANNA—Seymour Hotel, Hanna, January 22, 7:30 p.m. Turkey supper will be served. Mr. J. C. Jonason will be the principal speaker.

HAY LAKE—Third Saturday each month, 2 p.m.

HILDA—First Saturday of each month.

INNISFAIL—Innisfail High School, January 16, at 2 p.m. A discussion and demonstration of Seat Work for Division II of the New Course.

INNISFAIL WEST—Caroline Hall, Thursday evening, January 21. General business meeting carried on from last month.

LACOMBE—Lacombe School, Saturday, January 30.

MILLET—Millet High School, Saturday, January 23, 2 p.m.

PONOKA—First Wednesday of each month.

RED DEER—Public School, January 25, at 8 p.m. Discussion of resolutions.

RETLAW—Retlaw, January 14.

SPIRIT RIVER - RYCROFT—Spirit River High School, Saturday, January 16, 3:30 p.m.

ST. MICHAEL—January 17, 7 p.m. Mr. Pidruchney, regarding School Fairs.

STROME - KILLAM—At Killam, Jan. 23, at 8 p.m. Programme: Elementary Science, Health Education, and Physical Training. Business and social.

TROCHU—Third Saturday in January.

VERMILION—Second Saturday in January.

VILNA - BELLIS—Yuma School, at Bellis, on January 22, at 8 o'clock.

WESTLOCK SUB-LOCAL—Westlock School, January 16, 2:30 p.m.

WILLINGDON—Willingdon, Saturday, January 16, 8 p.m. ford.

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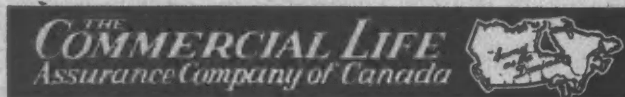
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